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ABSTRACT

This workbook, one of six professional development manuals prepared by experienced General Educational Development (GED) instructors, is designed to assist the instructor setting up and operating a GED classroom. A pretest and posttest appear first. Each of the units begins with a list of objectives and then provides instructional material. Unit 1 explains the multiple components of the GED Test and addresses the skills array and passing score levels. Unit 2 describes the various testing measurements available to establish a skill profile for each student. Unit 3 explores the curricula for a GED program. It presents each curriculum section and reviews the performance standards for each curricula. Unit 4 examines the various teaching methodologies appropriate to GED instruction and presents some successful test-taking strategies. Unit 5 explores the classroom and student management techniques useful to the GED instructor. Unit 6 examines why state and national efforts for educational improvement have initiated the development of tracking systems for program accountability. Appendixes contain pretest and posttest answer keys, instructor self-evaluation, and student evaluation. (YLB)

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123p.

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ED 430 102

Quality Professional Development Project

QPD

Basics For Successful GED Instruction: Working With Adult Learners

PROFESSIONAL DEVELOPMENT MANUAL V

1998

CE 078 583

BEST COPY AVAILABLE

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1998

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Basics for Successful GED Instruction: Working with Adult Learners

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BASICS FOR SUCCESSFUL GED INSTRUCTION: WORKING WITH ADULT LEARNERS

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FOREWORD

The instructor in a General Educational Development (GED) classroom will encounter many challenges. This workbook and its accompanying videotape and audio cassette were developed by experienced GED instructors to assist you in meeting those challenges. This is why we have entitled it ***Basics For Successful GED Instruction: Working With Adults.***

UNIT I: GED Test

GED Test explains the multiple components of the test. In addition, the skills array and passing score levels are addressed in this unit.

UNIT II: GED Student Assessment

GED Student Assessment describes the various testing measurements which are available to establish a skill profile for each student. This data will enable you to develop a student educational plan.

UNIT III: GED Curriculum

GED Curriculum will explore the curricula for a GED program. Each curriculum section will be presented and the performance standards for each curricula will be reviewed.

UNIT IV: Teaching and Test-Taking Tips

Teaching and Test-Taking Tips will examine the various teaching methodologies which are appropriate to GED instruction. Also, some successful test-taking strategies will be presented.

UNIT V: Student and Classroom Management

Student and Classroom Management will explore the classroom and student management techniques which are useful to the GED instructor.

UNIT VI: The Challenge: Accountability

The Challenge: Accountability examines why state and national efforts for educational improvement have initiated the development of tracking systems for program accountability.

Unit VII: General Information for the GED Instructor

General Information for the GED Instructor identifies sources of educational resource materials for your classroom.

In conclusion, we hope this workbook will be of some assistance to you in your professional endeavors. As you are aware, the students entering your classroom have taken a huge step to finish their secondary education. With your support and direction, they will achieve their goal to be successful graduates.

QUALITY PROFESSIONAL DEVELOPMENT

BASICS FOR SUCCESSFUL GED INSTRUCTION: WORKING WITH ADULTS

PRE-TEST

Name: _____ **Date:** _____

PLEASE MARK EACH STATEMENT (T) OR FALSE (F)

----- 1. The location of the teacher's desk is a part of classroom management.

----- 2. The most effective GED preparation materials are published by Steck-Vaughn.

----- 3. The GED classroom is most conducive to learning when it is student centered.

----- 4. The term "student focus" can best be defined as student preparation to pass the GED.

----- 5. Many adult students are able to adapt their learning styles to traditional teaching styles.

----- 6. Four major teaching knowledge competencies are: the content of your curricula, adult learner characteristics, interpersonal skills, and diagnostic-prescriptive techniques.

----- 7. A didactic teaching method is least effective when basic information is provided for the student.

----- 8. The "4MATSystem" learning styles are imaginative, analytic, common sense, and dynamic.

----- 9. The results from a multiple-choice test gives an indication of how well a student takes a multiple choice test.

----- 10. The results from a multiple-choice test gives an indication of how well a student gets along with other people.

----- 11. A mastery test is a particular type of criterion-referenced test designed to measure attainment of a limited range of cognitive skills.

---- 12. The Student Multi-Reference Report provides a comprehensive item analysis of the results from the Test of Adult Basic Education (TABE).

----- 13. Any student who is at least 16 years of age and has been granted a waiver by the local school may sign up to take the GED examination.

----- 14. In order for a student to be certified as "disabled" and thus qualify for the GED testing accommodations, that student must have a letter from a physician documenting the disability.

---- 15. In Florida, if a student fails his or her first attempt of the GED examination, that student must then wait six months before being allowed to register for the exam again.

----- 16. In Florida, if a student scores a minimum of 40 on each section of the GED examination and accumulates a total of 225 points on the entire test, that student has achieved a passing score and will receive the GED credential.

----- 17. The five subject areas of the GED curriculum are: writing skills, science, social studies, literature and arts, and mathematics.

----- 18. The State of Florida has identified twenty-seven GED performance objectives and/or standards.

----- 19. Computer-assisted instruction can: capture the attention of the tactile learner, suppplement text-based instruction, can be used as a diagnostic tool, and is designed to provide simulated GED testing.

----- 20. Student accomplishment charts or grade sheets are used to track individual progress and to provide students with greater ownership of their learning.

QUALITY PROFESSIONAL DEVELOPMENT

BASICS FOR SUCCESSFUL GED INSTRUCTION: WORKING WITH ADULTS

POST-TEST

Name: _____ **Date:** _____

CIRCLE THE CORRECT ANSWER FOR EACH QUESTION:

1. A mastery test is a form of

   a. a temperament traits test
   b. a criterion-referenced test
   c. an interest test
   d. an attitudes test
   e. a pretest

2. The results from a multiple-choice test

   a. give an indication of how well a student gets along with other people
   b. give an indication of how well a student takes a multiple choice test
   c. give an indication of how well a student knows the answers to the material
   d. b and c
   e. are not a true measurement of skill attainment

3. A test can be

   a. helpful in finding a student's strengths and weaknesses
   b. helpful in planning a teaching strategy
   c. a professional tool
   d. all of the above
   e. none of the above

4. The Student Multi-Reference Report from the TABE

   a. can be helpful in finding a student's strengths and weaknesses
   b. can be helpful in planning a teaching strategy
   c. provides a comprehensive item analysis of the TABE results
   d. all of the above
   e. a and c

5. All of the following would be considered aspects of Classroom Management except

a. seating arrangement
b. chalkboards or dry erase boards
c. GED textbook used
d. location of teacher's desk
e. bookshelves and files for storage

6. The most effective GED preparation materials are published by

a. Steck-Vaughn
b. Cambridge
c. Contemporary
d. Scotts-Foreman
e. all of the above

7. The GED classroom is most conducive to learning when it is:

a. student centered
b. teacher centered
c. located in the community
d. located in a school classroom
e. combined with the ABE classroom

8. Student focus, a critical aspect of student management in the GED classroom, can best be defined as:

a. student preparations for his/her next job
b. preparations for the ASVAB test
c. student preparation for entering college
d. student preparation to pass the GED
e. family literacy and improving one's education

9. The *4MAT System* learning styles are

a. imaginative
b. analytic
c. common sense
d. dynamic
e. all of the above

10. A didactic teaching approach is

a. least effective when basic information is provided to the student.
b. the one-way presentation of information - from you or from prepared materials - to the student.
c. the least traditional teaching method.
d. not a common technique used for the delivery of "content" information.
e. a and d only.

11. A facilitative teaching approach is

a. designed to supplement, not to replace didactic teaching.
b. less activity on the part of the student.
c. not a learn-how-to-learn process.
d. having the teacher in the role of "expert".
e. b and c only.

12. The major components of a student educational plan are

a. diagnostic evaluation.
b. objectives and goals.
c. time frames + task completion = concrete outcomes.
d. all of the above.
e. a and c only.

13. Writing skills, science, social studies, literature and arts, and mathematics are

a. only a part of the GED curriculum.
b. the five subjects covered on the GED examination.
c. not taught on the GED level.
d. none of the above.
e. all of the above.

14. The twenty-seven GED performance objectives

a. have been adopted by the State of Florida.
b. include at least five objectives in each subject area covered on the GED.
c. include essay writing.
d. none of the above.
e. all of the above.

15. Tactile and kinesthetic learners can benefit most from

a. classroom lectures
b. supplemental audio tapes
c. computer assisted instruction
d. diagrams and pictures
e. none of the above

16. A student accomplishment chart or student work plan is used

a. to track student progress
b. as a grading system
c. to provide students with greater ownership of their learning
d. all of the above
e. a and c

17. The minimum passing score for each subject area on the GED examination when taken in Florida is

a. 225
b. 35
c. 45
d. 40
e. an average of 45 on each subject area

18. If a student fails only part of the GED examination, can that student retest only the failed section(s) and receive a diploma?

a. No, the student must retake the entire examination.
b. Yes, if the student achieves a passing score of 40 on those parts previously failed and a total point score of 215.
c. Yes, if the student achieves a passing score of 40 on those parts previously failed and a total point score of 225.
d. No, the student must retest on at least three of the five subject areas.
e. Yes, if the student achieves an average of 45 points, including those areas previously failed.

19. What is needed in order for a student to register to take the GED examination?

a. Permission, via a written permission form, signed by the GED instructor.
b. Achievement of scores on practice GED tests that predict success on the official GED test.
c. Proof of having successfully completed at least the eighth grade in a public school system.
d. $25.00, an official picture identification (driver's license, military, state) and a waiver from the local school board if the student is between sixteen and eighteen years of age.
e. all of the above.

20. What are the special arrangements available for students with certified disabilities?

a. Adaptation of testing materials.
b. Modification of testing conditions and locations.
c. Adjustment of time allowed.
d. all of the above
e. b and c only

Please match the term with the corresponding statement on the following pages:

_____ 21. aptitude test

_____ 22. areas of instruction for the GED

_____ 23. classroom management

_____ 24. computer assisted instruction

_____ 25. criterion-referenced test

_____ 26. diagnosis

_____ 27. didactic teaching

_____ 28. facilitative teaching

_____ 29. GED Unit Teach

_____ 30. holistic grading

_____ 31. kinesthetic learner

_____ 32. mastery test

_____ 33. norm referenced tests

_____ 34. program structure

_____ 35. state curriculum objectives

_____ 36. student accomplishment charts, student work or educational plan

_____ 37. student focus

_____ 38. student management

_____ 39 tactile learner

_____ 40 Three essentials for GED classroom organization are

Statement:

a a measurement, which is a form of criterion - referenced test, used to identify a student's strengths and weaknesses and to measure the student's progress

b a test with very restricted content specifications to serve a limited range of highly specified purposes

c a one-way instruction where the basic function is transfer of knowledge or skill from the teacher, text, or other materials to the student

d an instructional method utilizing more experiential learning, more affective dimensions and more of the learn-how-to-learn process

e a type of assessment that may be used to measure one's ability to learn how to operate a computer

f a learner who relates or perceives through the sense of touch

g a learner who uses his sensory experience derived from stimulation of bodily movements and tensions

h a working hypothesis and judgment of the student's strengths and weaknesses

i adequate classroom space, chalkboards or dry erase boards, tables, desks, and storage space for curriculum materials and student records

j a test in which the scores are interpreted with respect to norms obtained from a sample of examinations (the GED is an example of this type of test)

k is the teaching method or approach you use on a regular basis to prepare your students for the GED test

l is the pre-GED individualized preparation assessment and clarification of skills, abilities and concepts necessary to pass the GED test

m is the orderly, efficient and effective process which is used by the GED teacher to assist the student in obtaining a passing score on the GED test

n four curricula which were developed to help boost scores in individual areas of GED instruction

o a method of teaching student progress that employs self-paced textbook work combined with periodic teacher intervention

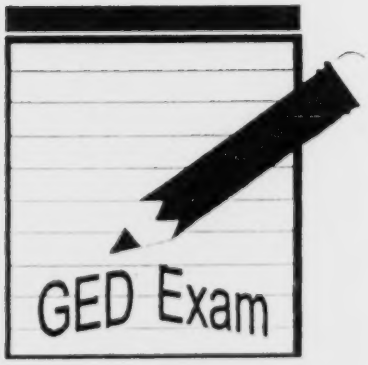
p twenty-seven specific learning outcomes tested on the GED examination

q programs designed to supplement classroom instruction and reinforce learning

r writing, science, social studies, literature and arts, and mathematics

s Know your students, their goals, aspirations, and other things that are important to them.
Be knowledgeable, willing, and prepared to advise your students.
Model being prepared and resourceful.

t This scoring method requires the evaluator to assess the assignment as a whole. At the same time, the evaluator is aware of structural, grammatical, punctuation, and spelling errors.



UNIT I: GED TEST

THE LEARNER WILL BE ABLE TO:

- ✔ Gain an accurate knowledge of requirements for a passing score on the GED examination, as well as the number of test items and time limits for each test, and will demonstrate this competency by completing a chart that shows score requirements, number of test items and time limits for each part of the test.

- ✔ Display knowledge of the GED registration by completing a flow chart based upon the scenario of a particular student.

- ✔ Acquire knowledge of the modifications allowed when the GED examination is taken by a student with a certified disability, as well as familiarization with what is required to certify a student as "disabled." The development of a written self-check guide will demonstrate this competency. It will contain all relevant information, its sources, and access directions.

- ✔ Display knowledge of the necessary retesting procedure for the student who fails to pass the examination on their initial attempt. This competency will be demonstrated via a flow chart.

WHAT'S YOUR "GED IQ?"

T	F	1. The GED program is operated by the federal government.
T	F	2. Time limits on the tests may be waived for persons with disabilities.
T	F	3. You must be a citizen to take the GED Tests.
T	F	4. The GED Tests were first developed for World War II veterans.
T	F	5. The Province of Quebec offers the GED Tests in French only.

WHAT ARE THE GED TESTS?

The GED Tests are developed by the GED Testing Service of the American Council on Education, a nonprofit association. They are administered in all U.S. states and territories, most of Canada (except Quebec), and overseas.

The tests are rigorous--only two-thirds of traditional high school graduates meet the passing standards.

The GED Tests incorporate national and state educational initiatives, curriculum reforms, and rising state standards. They are also a strong measure of most the skills considered essential for employment by the U.S. Department of Labor's SCANS report.

WHO TAKES THE GED TESTS?

Approximately one in seven high school diplomas awarded annually (14 percent) is a GED diploma. In 1996, 64 percent of GED candidates reported that they planned to continue their education or training beyond the high school level. The average age of test-takers is about twenty-five, more than 70,000 people over age forty were tested in 1996.

WHAT ARE THE BENEFITS OF THE GED TESTS?

One out of twenty (five percent) of first-year college students is a GED graduate. In college, GED graduates perform about the same as traditional high school graduates in comparisons of grade point average and number of credit hours completed. On average GED graduates earn $2,040 more per year than those who do not finish high school, and their wages grow at a faster rate after earning the credential.

ANSWERS TO QUIZ (from page 1)				
1. F	2. F	3. F	4. T	5. F

GED TESTING SERVICE RAISES PASSING SCORE

Henceforth, adults taking the GED test will have to score at least 40 on reach of the five subtests and achieve an average score of 45 to earn their high school equivalency diplomas. Previously, test takers could score less than 40 on one or more subtests, so long as they averaged 45.

The new policy for the test, which is known formally as the Test of General Educational Development, is intended to ensure that adults who earn their GEDs really have the skills they will need in the workplace or in college

"Recent national studies suggest that math, quantitative reasoning and communication skills appear to be influential in entrance to and persistence in college, as well as in the workplace," says Joan Auchter, interim director of the GED Testing Service, which oversees the tests taken nationwide. "This higher minimum passing standard on all five tests ensures that each GED graduate has a more adequate grasp of math as well as reading comprehension, writing and problem-solving skills."

THE GED TEST EXPLAINED

The five subtests are Writing Skills, Social Studies, Science, Interpreting Literature and the Arts, and Mathematics. Students have seven hours and 45 minutes to complete them all, and are then graded on a 20-to-80 scale that is roughly analogous to the 200-to-800 scale used on the Scholastic Assessment Test

Under the old standard, students passed because they scored high enough on the Social Studies, Science and Literature and Arts subtests to offset substandard scores on the Writing Skills and Mathematics subtests.

In 1995, a commission set up to evaluate the GED standard decided to raise the bar. They did so after reviewing data showing that high school students are taking more academic courses--especially more advanced math and science courses--and that many people passing the GED could not meet the Level 3 standard set by the National Adult Literacy Survey. They decided the change was necessary to maintain the credibility of the GED in the eyes of employers and college admissions officers.

The testing service warns that some students "may have to study longer to develop their mathematics and writing skills in order to meet the higher standard. Moreover, some teachers of GED classes may require training to develop additional strategies for teaching mathematics and writing."

The testing service estimates that only 66 percent of all graduating high school seniors would pass the GED test under the new standard. Under the previous standard, which was used by most states, 75 percent would have passed. The testing service "norms" the subtests each year by administering one or all of them to a nationally representative sample of graduating seniors.

> ***Some GED teachers "may require training to develop additional strategies for teaching mathematics and writing."***
> **GED Testing Service**

The GED is the only nationally recognized test of its kind. It is intended to measure the same general academic skills and knowledge in core subjects that American and Canadian high schools expect their graduates to master.

States are allowed to impose higher standards than those set by the testing service, but not lower ones. Most states have already adopted the new standard. Those that have not must do so by the end of this year.

In 1995, the last year for which data are available, more than half a million adults in the U.S. and Canada earned their GEDs, the largest number ever. Each year, GEDs account for one out of six of all diplomas earned in the U.S. About 800,000 people take the test each year. Those who do not pass may take it twice more in the same year.

The next big change in the GED test is already under way. GED 2000 will be an update intended to measure the skills and knowledge adults will need in the next century.

April 17, 1997, Report on Literacy Programs, Page 61, Vol. 9, No. 8

THE NATION: DEMOGRAPHICS

Population: 262,755,000		
Age distribution:		
Up to 17	21%	(68,579,055)
18 to 24	9.4%	(24,698,970)
25 to 44	31.7%	(83,293,335)
45 to 64	10.9%	(52,288,245)
65 and older	12.8%	(33,632,640)
Educational attainment of adults (highest level):		
8th grade or less	10.5%	(27,589,275)
Some high school, no diploma	14.4%	(37,836,672)
High-school diploma	30.0%	(78,826,500)
Some college, no degree	18.7%	(49,135,185)
Associate degree	6.2%	(16,290,810)
Bachelor's degree	13.1%	(34,420,905)
Graduate or professional degree	7.2%	(18,918,360)
Proportion who speak a language other than English at home; 13.8% of population or a ratio of: speakers of English (7): multiple language speakers (1)		
1995 per-capita personal income: $22,788		
Poverty rate	**14.5%**	**(38,099,475)**
$15,041.00 1994 Average poverty level income for a family of four		
New high school graduates:		
1996-97 (estimate) 2,695,469		
2006-07 (estimate) 3,230,390		
1995 GED diploma recipients: 402,813 (2%)		
High school district dropout rate: 9% (23,647,950)		

Sources: DEMOGRAPHICS

Population:
SOURCE: Census Bureau
DATE: 1995

Age distribution:
SOURCE: Census Bureau
DATE: 1995

Educational attainment of adults (highest level):
SOURCE: Census Bureau
DATE: 1990
NOTE: Figures cover people 25 years and older.

Proportion who speak a language other than English at home:
SOURCE: Census Bureau
DATE: 1990
NOTE: Figures cover people 5 years and older who "sometimes or always" speak a language other than English at home.

Per-capita personal income:
SOURCE: U.S. Department of Commerce
DATE: 1995 (preliminary)

Poverty rate:
SOURCE: Census Bureau
DATE: 1994
NOTE: The figures are estimates based on a survey of 60,000 households conducted in March, 1995. The figures are subject to sampling error, and the Census Bureau advises against using them to rank the states. Poverty thresholds vary by family size and composition. In 1994, for example, the average poverty level for a family of four was $15,141.

New high school graduates:
SOURCE: Western Interstate Commission of Higher Education
DATE: Projections for 1996-97 and 2006-07 were made in August 1993.
NOTE: The projections cover both public and non-public high school graduates in all states with one exception. The estimates for the District of Columbia cover only the graduates of public high schools and Catholic high schools.

New GED diploma recipients:

SOURCE: American Council on Education
DATE: 1995
NOTE: General Educational Development diplomas are high school equivalency certificates awarded to high school dropouts who pass the GED test

High school dropout rate:

SOURCE: "Kids Count Date Book," 1996, Annie E. Casey Foundation
DATE: Average of 1992-94 data
NOTE: Figures represent the proportion of 16- to 19-year-olds who are not high school graduates and who are not enrolled in school. The statistics were prepared for the foundation by the Bureau of Labor Statistics, using data from the Census Bureau's Current Population Survey.

REGISTRATION FOR GED EXAMINATION

Once a student has remediated, or has demonstrated, via diagnostic testing, that he or she is prepared to sit for the GED test, the next step is the registration process. Due to the possibility of complications that might delay registration, it is advisable that the instructor familiarize a new student with the registration process.

There is the possibility of several scenarios as a particular student approaches registration. In order to register for the GED a student must have the following: a valid picture ID, $25.00 registration fee, and a waiver allowing registration if the student is under 18 years of age. Another situation that often needs to be dealt with is needed accommodations for a student with a certified disability. Should a student not be aware of these requirements well ahead of time, unnecessary delays could become a discouraging result for that student.

Obviously, applications for underage waivers, applications for state or picture identification and pre-planning for disability accommodations can become complicated and unnecessarily delay a student's progress toward completion of the GED examination. As simple as it might sound, producing the $25.00 registration fee can also be a difficult requirement for some students to meet if they do not have advance notice of this requirement.

The length of time required between registration and testing differs from county to county within the State of Florida. The range can be anywhere from 24 hours to four weeks. The instructor can become familiar with the time requirement in his or her local community by contacting the facility in charge of GED testing in that particular county. These facilities might include community colleges, criminal corrections centers or other skills centers. In all cases, the local school board will be equipped to direct the instructor with regard to GED registration and testing policies.

If a student does not pass the GED test on the first attempt, that student must re-register for the section or sections that he or she needs to take again. The fee for additional attempts

on the writing test is $6 00, and the fee for additional attempts on each of the other four sections is $5 00 The waiting period after registration for re-testing is the same in each location as the waiting period for the initial registration

It is important that each student interested in completing the GED credential know that this examination is available, not only throughout the United States, its territories and Canada, but that it is also administered at U S military bases all over the world The following is a suggested list of institutions that a student might investigate for information regarding the GED examination: adult education centers, continuing education centers, private business schools, private technical schools, community colleges, libraries, and as previously stated, boards of public school education.

GED EXAMINATION SCORE REQUIREMENTS

The score scales of the English-language GED Examination are based upon a national sampling of the competencies of students within the United States who graduate from standard high schools. It is of interest to note that the GED Examination is also given in Spanish-language and Canadian editions. The scoring scales for these editions are drawn from competencies of graduating students from Puerto Rico and graduating twelfth grade students in Canada. The instructor may refer to the GED text that is being used for score requirements in different geographical areas. This could be of value to students who live outside of the state or plan to relocate in the near future.

Even within the United States and its territories, the minimum score requirements for earning the GED credential varies from state to state and within US territories. The requirements for the State of Florida are standard throughout the state.

In Florida, the State Board of Education has authorized increasing score requirements, raising the fees for GED tests, and requiring examinee identification.

1. **Increase in standard score requirements**

The standard score increased as follows:

Effective July 1, 1998 - **42** on each of five tests
Effective July 1, 1998 - **44** on each of five tests
Effective July 1, 1998 - **45** on each of five tests
The average score shall remain at 45 as is currently required

Candidates who have taken the test **battery** and passed at least one test **prior to July 1, 1998,** will be allowed to qualify under current score requirements (40 on each exam, 45 average), until June 30, 2000. Candidates who begin the entire test battery during subsequent years will be afforded the same "grandfather" privileges at that year's score.

The "grandfather" policy for GED candidates during the period of score changes is to provide additional opportunity for our candidates. Candidates who test and pass at least one test have two years from the end of that testing year--June 30--to pass all tests at that score (and meet the total score of 225).

Example: A candidate tests on September 14, 1999 and passes three tests with scores above 44. That candidate will be allowed to use scores of 44 or above until June 30, 2002 for all five sections of the test.

NOTE: **The American Council on Education has given a preliminary indication that there will be a new GED test January 1, 2001. It appears that those who have taken the test prior to that date will not be grandfathered in if they have passed part of the test. If this action becomes official, the 2-year grandfathering policy could be subject to change.**

2. **Fee Increase**

a. **State fee increase**

Processing fees charged by the Florida Department of Education will be increased as follows:

1. entire battery of tests, from $10 to $17
2. retake of Social Studies, Science, Literature and the Arts, and Math tests, from $3 to $4
3. retake of Writing Skills test, from $4 to $5
4. Duplication of diploma, from $2 to $4
5. Duplicate of transcript, from $2 to $4
6. Conversion of scores (military), from $5 to $7

b. **Local fee requirements**

Each designated testing center will establish a fee for each applicant taking the entire test battery. However, the local agency administering the testing center may authorize a waiver of all or any portion of the fee on a uniform basis.

c. **Retake fees**

For each retake, an applicant will pay a locally determined fee.

3. **Social Security Card/Number/Florida Driver License**

An added requirement governing eligibility of candidates to take the GED tests states that candidates must "present a valid Social Security card, Social Security number or taxpayer identification number properly listing the name and associated number of the examinee. Additionally, the examinee must present a valid Florida Driver License or Florida Identification Card."

The maximum score in each of the five content areas is 80 points, which yields a maximum total of 400 points. There is a different number of test questions in each area, and all test questions are not weighted the same. The test questions in the content areas of social studies, science, literature and the arts and mathematics are multiple choice, as are the test items in

writing skills, part one. However, writing skills, part two, is graded holistically.

This second part of the Writing Skills test requires that the student write an essay giving his or her own opinion with regard to an assigned issue or situation. The intent is that the student write well enough to clearly state and defend the position taken on the assigned topic. The essay is then reviewed by two readers, and each reader assigns a number grade ranging from a low of zero to a possible high of 6. Holistic grading indicates that the essay is evaluated based on its effectiveness in response to the assigned topic. Occasional mistakes in spelling and punctuation that would be unacceptable in an essay written for a high school senior English class will not necessarily affect the score. However, if there is an abundance of such errors, the overall score could be affected. The main objective of the reader is to determine if the writer has conveyed his or her position clearly, that the essay demonstrates some degree of planning and clarity of thought, and finally that the student's usage of English is at least somewhat reliable.

The number of points that the student receives from each of the two readers is combined for a total score on the essay, and that score is combined, using a sliding scale, with the number of correct answers the student got on the short answer portion of the writing skills test. If the writer does not receive at least one (1) point on the essay, the writing skills test, part one and part two, is not assigned a grade at all.

If a student takes the GED for the first time and does not pass the examination, either by content area or by total score, the student may choose to retake the test, or the failed part of the test, without remediation. It is vital, at this point, for the instructor to be aware of the results of the student's first attempt and to encourage remediation. The student should be made aware that if he or she attempts the examination for the second time and does not score at least 215 points, that student will not be allowed to retake the GED for six months. If the student scores 215 points or more, but does not pass all content areas and/or does not score

at least 225 points, that student may retake the exam, or any content area of the exam, at the time of his or her choosing up to three (3) times in one year. The instructor should be involved in this process with regard to educating the student as to all options, as well as to the value of remediation in needed areas, prior to retesting.

It is also in the best interest of the student for the instructor to assist in the decision as to which failed section(s), or perhaps, passed section(s), of the exam would best serve the student in the second testing attempt. It may be, temporarily, of greater value to the student to raise the total score to 215 or above, rather than attempt to retake a content area test in which that student is particularly weak. This approach can help the student avoid having the six month waiting period imposed between attempts to bring the score in a weaker area up to the required minimum 42 points.

Note the following example:

SCORES FROM FIRST TEST ATTEMPT	
CONTENT AREA	**SCORE**
Mathematics	**45**
Social Studies	**45**
Science	**42**
Literature and Arts	**46**
Writing Skills	**35**
TOTAL	**213**

Since this student has scored a total of 213 points, he or she would be well advised to retake one of the content areas with a high score, anticipating that the needed two points for the total score of 215 might well be achieved, thus avoiding the potential of a six month waiting period being imposed as this student works to improve his or her performance in the writing skills and science content areas. Once a student has achieved the minimum 215 points, he or

she can retake any or all areas of the test whenever remediation is believed to have been achieved in those areas. This approach should be used judiciously, by both the student and the instructor, and is not intended to avoid needed remediation, but rather to avoid unnecessary time constraints with individual students, such as their academic and/or life situations may dictate.

SCORING OF THE GED EXAMINATION

This procedure may vary from location to location outside of the State of Florida; however, within this state, all GED examinations are sent to Tallahassee for grading. The forwarding of the completed test is handled by the testing center. Results of an individual's test can be expected to be forwarded to the home address of that student within a period of six to eight weeks. The results can sometimes be accessed sooner as the scores are entered into a statewide computer base that the testing facility or instructor can tap into prior to the student actually receiving the hard copy of his or her scores.

GED EXAMINATION TIME ALLOTMENT

The time allotment for each portion of the GED test is consistent throughout the United States, its territories and Canada. There are differences, however, in policy regarding whether or not a student must take the entire exam on the same day. There is no restriction within the State of Florida. A student may choose to take any portion of the exam or may choose to take the entire exam at one sitting. Should a student decide to attempt to take the entire GED examination in one day, that student should be aware that the testing time will require the entire day. It is of value to the student for the instructor to advise that whenever possible, breaks should be taken in time given between test sections rather than during actual testing time.

*See chart on page 18 for number of test items and time limits for each content area.

GED EXAMINATION MODIFICATIONS FOR DISABLED STUDENTS

There are basically two ways in which a student is "certified" as disabled and therefore eligible for GED examination modifications appropriate for the specific disability. One way is to produce a public school record that validates the student was tested and placed in special education classes. Another avenue is to produce a document (letter) from a qualified physician detailing the specifics of the student's diagnosis with regard to learning and/or physical disabilities or limitations. The procedures of the administration of the GED examination are adaptable to the needs of each student's individual circumstance with regard to disability.

It would be the role of the instructor, along with the administering institution, to validate the student's disability and to assist that student with the process of applying for and receiving the appropriate accommodations at the time of testing. It is important to note that, dependant upon the student's disability, it is the state that decides, or approves, appropriate modifications.**

The following examples are given to familiarize the instructor with possible disability issues, but these are not intended to be an all inclusive list.

EXTRA TIME ALLOWED:

★ *for appropriate test sections*

★ *between test sections*

★ *for breaks*

★ *during breaks*

SPECIAL TESTING CONDITIONS FOR:

A. Location of test

★ *hospital*

★ *nursing facility*

★ *home*

★ *criminal justice facility****

B. Seating environments

★ *small group*

★ *isolated*

★ *wheel chair modifications*

TESTING MATERIALS

★ *audio cassettes*

★ *braille*

★ *large print*

★ *transcriber*

★ *interpreter for oral directions for hearing impaired*

PLEASE NOTE: THE INFORMATION BELOW IS FOR PROFESSIONAL USE ONLY.

**State Contact Person: Jacqueline Batts, GED Testing Service, Florida Department of Education, 325 West Gaines Street, Tallahassee, Florida, 32399-0400, (904) 488-9475.

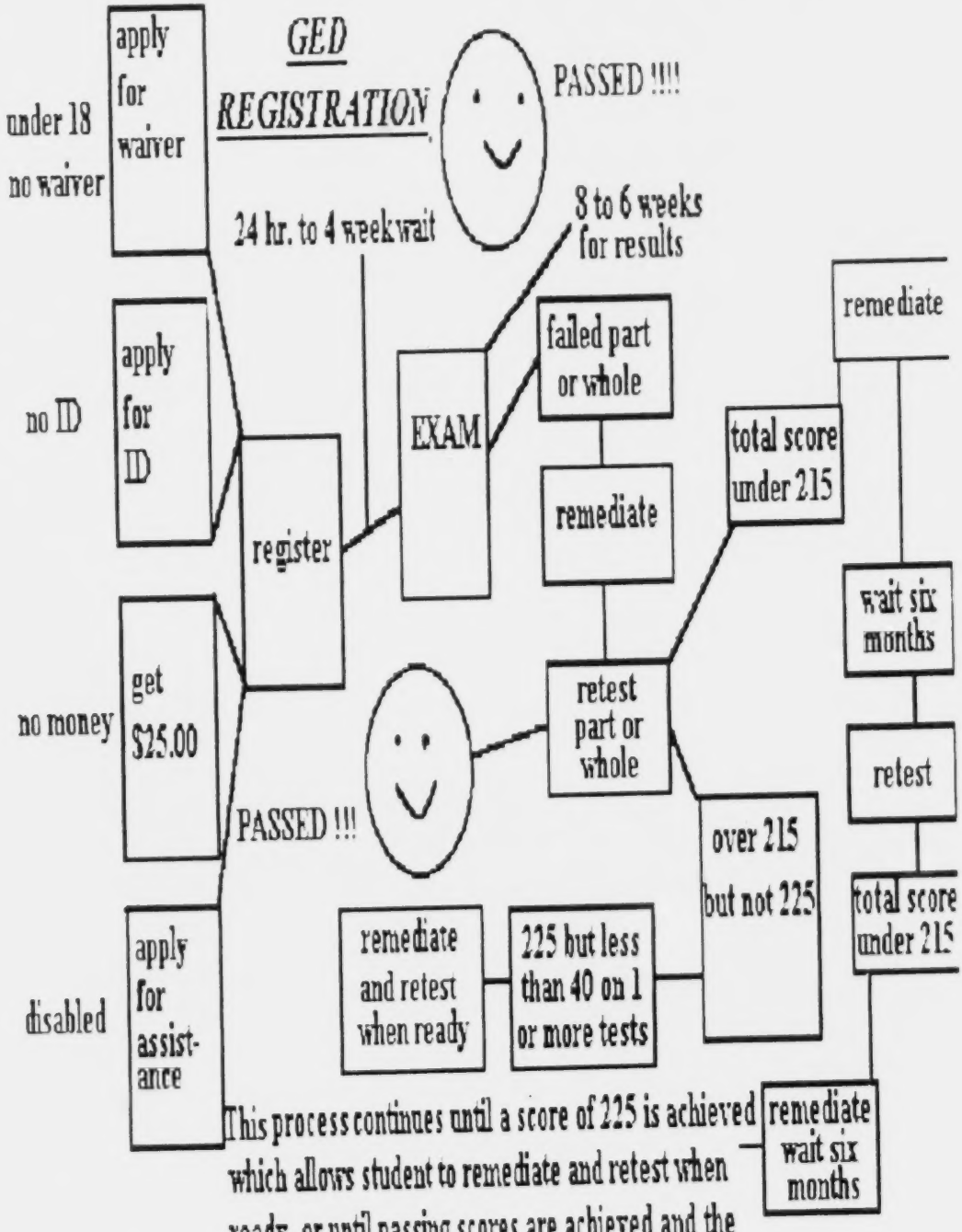
***Should a GED student with a disability be incarcerated, this would **not** prevent a student from receiving appropriate allowances for a certified disability.

Lemay, Ron, et al. eds
1992 Complete GED Preparation. Austin, Texas: Steck-Vaughn.

Teacher's Manuel for the Official GED Practice Test
1991 GED Testing Service. Austin,Texas: Steck-Vaughn.

****

TESTS OF GENERAL EDUCATIONAL DEVELOPMENT		
TEST	**NUMBER OF ITEMS**	**TIME LIMIT (MINUTES)**
WRITING SKILLS Part I	**55**	**75**
WRITING SKILLS Part II	**1**	**45**
SOCIAL STUDIES	**64**	**85**
SCIENCE	**66**	**95**
LITERATURE AND	**45**	**65**
MATHEMATICS	**56**	**90**



This process continues until a score of 225 is achieved which allows student to remediate and retest when ready, or until passing scores are achieved and the examination is passed!

FLORIDA HIGH SCHOOL DIPLOMAS AWARDED FISCAL YEAR 1994-95

TYPE OF DIPLOMA	NUMBER AWARDED	PERCENT
1 Adult High School	2,412	2%
2 General Educational Development	35,449	27%
3 Standard High School	88,827	69%
4 Special	2,056	2%
TOTAL	128,744	100%

SOURCE: Florida's Adult Educational Annual Performance Report (FAEAPR) and Division of Public Schools (DPS).

NOTE:

1. Awarded through Adult General Education to adult students.
2. Awarded to adult students who successfully completed the GED. Also awarded to high school students enrolled in Dropout Prevention Programs and who successfully completed the GED.
3. Awarded to high school students who have completed all state and local requirements for graduation.
4. Awarded to exceptional education high school students.

SAMPLE WAIVER APPLICATION
DUVAL COUNTY, FL
APPLICATION FOR EXCEPTION TO REQUIREMENT
FOR GENERAL EDUCATION DEVELOPMENT TEST (GED)

NAME_____ **SOC.SEC.NO**_____

ADDRESS _____ **ZIP CODE**_____

STUDENT NO. _____ **D.O.B.**_____ **PHONE**_____

LAST SCHOOL ATTENDED _____ **GRADE**_____

REASON FOR REQUEST

Reason for withdrawing from school and wanting to take the GED examination. (Must meet at least one of the requirements below.) (Student must also be at least 16 years of age and not more that 17.)

QUALIFYING CONDITIONS AND INSTRUCTIONS

MEDICAL CONDITION-Must present medical evidence from one or more attending physicians attesting to the fact that said student is unable to attend school on a FULL-TIME BASIS. (Letter from doctor on letterhead.)

FINANCIAL HARDSHIP-Must present documented evidence of a financial hardship condition which prohibits the student from full-time attendance in school. (Letter from parent or guardian.)

UNDUE HARDSHIP-Must be supported by documented evidence explaining the unusual nature of hardship. (Letter from HRS, Principal, Court Order, etc.)

WITHDRAWAL FORM MUST ACCOMPANY APPLICATION

_____ _____
PARENT OR GUARDIAN SIGNATURE **DATE**

_____ _____
STUDENT SIGNATURE **DATE**

RETURN APPLICATION TO: **HODGES H. SNEED, GENERAL DIRECTOR**
STUDENT SERVICES
1701 PRUDENTIAL DRIVE - 4TH FLOOR
JACKSONVILLE, FLORIDA 32207

GED INSTRUCTOR SELF-PACED ACTIVITY

Required Scores for Passing the GED in Florida

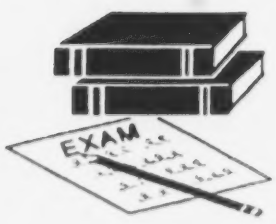
The GED examination consists of _____ content areas which are _____, _____, _____. _____ and _____. In order for a student to pass the GED examination and receive the GED credential, he or she must score a minimum of _____ points in each test area. Further, the student must compile an overall average or _____points derived from the scores of the various tests. The student must score a minimum of _____ total points on the examination. If a student does not achieve these minimums, and thus does not pass the GED test on his or her initial attempt, that student may retake any portion of the exam in an attempt to score a minimum of 215 points to avoid the six month waiting period. If, in the second attempt, the student does not score a minimum of _____ total points, a _____ waiting period will be required before that student can retake any portion of the test. This remediation time rule remains in effect for that student until he or she scores at least _____ total points. Once this total point minimum is achieved, the student may remediate and retest without any time restrictions except those that apply to the _____ process.

UNIT II: GED STUDENT ASSESSMENT

THE LEARNER WILL BE ABLE TO:

- ✔ **Use the test scores to identify a student's strengths and weaknesses in reading, math, language and spelling when presented with a Student Multi-Referenced Report from the Test of Adult Basic Education (TABE).**
- ✔ **Use testing information to plan a teaching and learning strategy with the student.**
- ✔ **Develop a list of testing materials previously used and rate them in order from most to least useful.**
- ✔ **Examine testing materials presently on hand to see if there are additional ways to use them in the GED classroom.**
- ✔ **Use the information from a mastery test, which is a form of criterion-referenced test, as a tool to identify a student's strengths and weakness and to measure a student's progress.**
- ✔ **Use the information from a norm-referenced test as a tool to identify a student's strengths and weaknesses and to measure the student's progress.**
- ✔ **Use the information from computer-aided instruction and computer administered testing as a tool to identify a student's strengths and weaknesses and to measure a student's progress.**
- ✔ **Use the information from teacher observation as a tool to identify a student's strengths and weaknesses and to measure the student's progress.**

TESTING



Testing can be useful for students, teachers, schools, school districts, colleges, state agencies and federal agencies. If the test is viewed as a tool, it becomes helpful. Tests results help to show the strengths and weaknesses of a students' skills and help the teacher to plan teaching strategies.

Some of the the students entering GED classes have already been tested. Many will have been given the Test of Adult Basic Education (TABE). They have been tested in reading, math, language and spelling. Students that have been tested with the TABE have the computer print-out called a Student Multi-Referenced Report which provides a comprehensive item analysis of the results. The scores are reported in grade equivalents. "Grade equivalents represent the typical performance of students in a specified grade when tested in a given month of the school year. Thus grade equivalents can best be used to interpret the performance of groups of students." (Karlsen, 20). A GED predicted score is also given. When a student has very high scores, it indicates the student should register for the GED in the near future.

The Multi-Referenced Report also gives an item analysis on specific skills and shows the items a student answered correctly. It identifies strengths and weaknesses the student may have. This is helpful and useful for several reasons. It tells the teacher how well the student takes a multiple-choice test.

Any testing the student has had will serve as a starting point to plan with the student what he will do in the class. This is most important because this is when the teacher and the student begin to work as a team. Almost every student will usually confide to the teacher that he has a math problem, that he needs to work on spelling, or that the essay is going to be difficult. This seems surprising with the high- scoring students, but they know their weaknesses and

are often willing to work very hard to master those skills that they somehow missed in school. The students with scores in the mid-range also know what they want to work on. Sometimes, when a student has low scores, the student will admit that he didn't try very hard on the test.

In every case, whether high, middle or low scoring, or if the student has not been tested at all, the student can be given the choice of taking additional diagnostic tests or beginning to work on a specific skill lesson and then testing on that skill. This is useful "in determining how much the examinee knows of the test material, not in comparing the latter's performance with that of other examines. A particular type of criterion-referenced test designed to measure attainment of a limited range of cognitive skills is known as a mastery test. The score is expressed as a percentage of the total number of items answered correctly; a perfect score is 100 percent mastery of the test material." (Aiken, 74)

This is a crucial time in the student-teacher relationship. When given feedback about his test performance and a chance to discuss his academic past and future goals with a teacher, the student feels that the teacher is on his side and that his instruction is going to be relevant to him. The information the test gives the teacher is a professional tool that should not be underestimated.

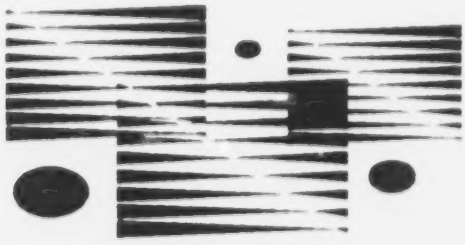
After several months of intensive study, many students want to take the TABE or other similar test that gives a grade level score to show their progress. On tests that give a grade-level score, a leap in growth is very rewarding to the student. "Grade equivalents represent the typical performance of students in a specified grade when tested in a given month of the school year." (Karlsen, 20)

One of the most useful tests available to the teacher is the mastery test found in a good teacher's manual. Since a mastery test measures attainment of specific skills, it will work well as a placement inventory, a progress check, or a mastery test.

Keep a copy of each test in a notebook labeled "TEST KEY". Work out the math problems and mark the correct answers for all of your tests. As you use them to grade student's tests, the students will have questions about certain parts of the material. As you give more of an explanation to the student, write in your answer key so that it is there for the next student that comes along. This small amount of effort will pay big dividends because it turns the testing instrument into a learning instrument, it allows one teacher to cover more material, and it helps the teacher keep track of testing material that might not be used very often.

The following textbooks: *Be a Better Reader*, *Language Exercises*, *Hexagon*, and *Refresher* have a reproducible test in the teacher's manual for each level. Also, *Breakthrough to Math* has a pretest and a posttest in the student text for each level and there is a separate testing booklet with an additional pretest and posttest.

For assessment of the essay, see the Teacher's Manual for the Official GED Practice Tests. Pages 17 through 20 give information on how essays are scored on the actual GED Writing Skills Test and how to estimate an essay score for the GED Practice Test. Also, Appendix 1, page 26 has a GED essay scoring guide.



STUDENT ASSESSMENT

This is a partial list of student assessment materials and their sources They are grouped by publisher

Cambridge Adult Education Att: C. Martin 1 Lake Street Upper Saddle River, NJ 07458-9957 Telephone: (800) ADULT ED	
The New Revised Cambridge GED Program:Comprehensive Book	**Two complete 5 part GED tests**
The New Revised Cambridge GED Program: Writing Skills	**Three full length GED tests and predictor test**
The New Revised Cambridge GED Program: Science	**Three full length GED tests and predictor test**
The New Revised Cambridge GED Program: Mathematics	**Three full length GED tests and predictor test**
The New Revised Cambridge GED Program: Interpreting Literature **and the Arts**	**Three full length GED tests**
The New Revised Cambridge GED Program: Social Studies	**Three full length GED tests and predictor test**

Computer Curriculum Corporation 1287 Lawrence Station Road Sunnyvale, CA 94089	
GED Preparation (GEDP)	Computer generated practice test for Interpreting Literature and the Arts, Writing Skills, Math, Science and Social Studies

CTB/McGraw-Hill 2500 Garden Road Monterey, CA 93940	
The Test of Adult Basic Education (TABE)	Covers reading, math, language and spelling on all levels

Educational Design, Inc. 345 Hudson Street New York, NY 10014-4502 Telephone: (800) 221-9372 Fax: (212) 675-6922	
Integrated Vocabulary Development, Book 1	Test Booklet Set
Vocabulary for Competency, Book 2	Test Booklet Set

Globe, Fearon Educational Publishers Simon & Schuster Educational Group (a Viacom Company) 4350 Equity Drive P.O. Box 2649 Columbus, OH 43216 Telephone: (800) 848-9500 Fax: (614) 771-7361	
Be a Better Reader	One 4-part test for each level. Good analysis of all reading skills.

Harcort Brace Jovanovich, Inc. New York, NY	
Stanford Diagnostic Reading Test	Complete analysis of reading skills on all levels

New Readers Press Publishing Division of Laubach Literacy International Department 52 P.O. Box 888 Syracuse, New York 13210-0888 Telephone: (800) 448-8878 Fax: (315) 422-5561	
Breakthrough to Math Series	A pretest and a posttest is in the student text for each level and there is a separate testing booklet with a complete placement inventory and mastery test.

Steck-Vaughn *Post Office Box 26015* *Austin, TX 78755* *Telephone: (800) 531-5015* *Fax: (512) 343-6854*	
Official GED Practice Tests	**4 forms**
GED 2000	**2 full length practice GED tests on the computer**
GED Review Book	**Predictor Test and Diagnostic Test for each GED subject area**
American Government: Freedom, Rights, Responsibilities	**Mastery Test**
Economics Concepts and Applications	**Mastery Test**
Language Exercises	**Mastery Test for each level**
Maps Globes Graphs ***Book 1 States & Regions*** ***Book 2 United States*** ***Book 3 World***	**Mastery Tests for each of the three levels**
Working With Numbers, Refresher	**Mastery Test**
Working With Numbers, Hexagon	**Mastery Test**

Aiken, Lewis R., *Psychological Testing and Assessment*. Newton, Mass.: Allyn and Bacon, Inc., 1988.

Karlson, Bjorn, Richard Madder, and Eric Gardner. *Stanford Diagnostic Reading Test Manual for Administering and Interpreting*. New York: Harcourt, Brace, Jovanovich, Inc., 1977.

Lownds, Katherine, *Update From the External Diploma Program (EDP) Making Sense of Criterion-Referenced Norms*. Washington, DC: GED Items. January/February 1994.

SELF-PACED ACTIVITY

This questionnaire has been developed to help you assess your students.

1. *What testing is available at your school?*_____

2. *What tests have you currently used?*_____

3. *How do you currently use the tests that you have?*_____

4. *How much do you know about the skills of your students?*

5. *What is your most useful test?*_____

   *Why?*_____

ASSESSMENT GLOSSARY

Computer Aided Instruction	Testing on the computer adapts "the test items to be administered to the ability level of the examinee . . . eliminates the presentation of many very easy or very difficult items to the examinee." (Aiken)
Content-referenced scores	Provide information about students' performance on sets of specific test questions. (Karlsen)
Criterion-referenced equivalence	A way to determine equivalence is to define a set of standards or competencies expected of a high school graduate and then ask that each graduate demonstrate that he or she has achieved these competencies. This is the same kind of equivalence that is suggested when national curriculum standards are debated. (Lowndes)
Criterion-referenced test	A test designed with very restricted content specifications to serve a limited range of highly specified purposes. The aim of the test is to determine where the examinee stands with respect to certain (educational) objectives. (Aiken)
Grade equivalents	Represent the typical performance of students in a specified grade when tested in a given month of the school year. Thus grade equivalents can best be used to interpret the performance of groups of students. (Karlsen)
Growth norms	Grade equivalents and scaled scores that provide for the interpretation of scores across grades. (Karlsen)
Norms	A list of scores and the corresponding percentile ranks, standard scores, or other transformed scores of a group of examinees on whom a test was standardized. (Aiken)
Norm group	Sample of people on whom a test is standardized.

Norm-referenced scores	Can be classified as peer-group norms and growth norms (Karlsen)
Norm-referenced test	A test on which the scores are interpreted with respect to norms obtained from a sample of examinees. (Aiken) The GED Test is norm-referenced. High school seniors are used as a group to set the passing score expected of a GED graduate. (Lowndes)
Objectives	The goals (information, values, and other behavioral changes) or aims of instruction. The extent to which students have attained theses goals is evaluated by tests. (Aiken)
Objective test	A test scored by comparing an examinee's response to a list of correct answers determined beforehand, in contrast to a subjectively scored test. Examples of objective test items are multiple choice and true-false. (Aiken)
Parallel forms	Two tests that are equivalent in the sense that they contain the same kinds of items of equal difficulty and are highly correlated. The score an examinee makes on one form of the test is similar to the score he or she makes on the other form. (Aiken)
Peer-group norms	Are percentile ranks and stanines that can be used to compare students' performance across subtests or to evaluate students' performance in relation to that of their peers. (Karlsen)
Percentile ranks	A student with a percentile rank of 90% performed better than, or as well as, 90% of the group that took the test. The student is simply being compared to a group of other test-takers.
Predictive validity	The extent to which scores on a test are predictive of performance on some criterion measure assessed at a later time, usually expressed as a correlation between the test (predictor variable) and the criterion variable. (Aiken)
Raw score	The number of questions answered correctly.

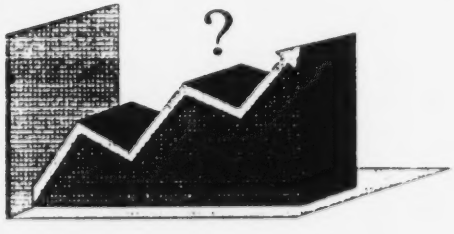
Reliability The extent to which a test measures anything consistently. A reliable test is relatively free from errors of measurement, so obtained scores on a test are close in numerical value to true scores. (Aiken)

Scaled scores Express performance on both forms of a given subtest on a single scale. Scaled scores are particularly suitable for studying changes in students' performance when different forms have been administered. (Karlsen)

Stanines Stanines are scores that range from 1 (low) to 9 (high), with 5 representing average performance. Like percentile ranks, stanines indicate relative standing in a group and therefore must be interpreted in reference to the particular group from which they were derived. Stanines have certain advantages over percentile rank, however, because they represent approximately equal units. That is, the difference between stanines 6 and 8 is about the same as the difference between stanines 4 and 6. Stanine scores of 1, 2, and 3 are generally considered to indicate below-average performance; stanines 4, 5, and 6, average performance; and stanines 7, 8, and 9, above-average performance. (Karlsen)

Teacher observation Observing behavior in a controlled or uncontrolled situation and making a formal or informal record of the observations. (Aiken)

Validity The extent to which a test measures what it was designed to measure. (Aiken)



TEST OF ADULT BASIC EDUCATION (TABE) FORMS 7 & 8

The new TABE Forms 7 & 8 contain both additional and revised material. This will require some adaption in the classroom implementation of a student work plan.

CHANGES

- ✓ Level L, a "Literacy" level for grade levels K-1.9.
- ✓ Locator test has reading, math, and language sections.
- ✓ Total battery test time is reduced to 2 hours, 44 minutes.
- ✓ Student Multi-Referenced Report, which contains an item analysis of test objectives, is more condensed and less detailed.

To develop an individual work plan for a new GED student:

- Students are to review their TABE Multi-Referenced Report with the teacher on their first day of class. After ascertaining that the total battery score is above 9.0, the teacher reviews the test scores with the student, identifying academic weaknesses and strengths. This session affords the teacher the additional opportunity to orient the student to the different presentations of the GED and TABE (e.g. whereas the TABE contains some math computation, the GED presents computation only in contextual content).

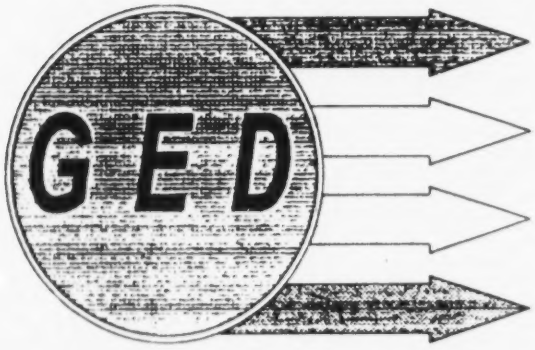
- The teacher then begins in-class GED diagnostic testing in each of the five skill areas, using pretest materials. Of course, evaluation by the teacher of the individual student's approach and attitude towards test-taking will be a vital factor in determining the pretesting frequency and duration.

- If the student scores **75% or more** on a pretest, the teacher reviews with the student the missed answers and encourages work on any subject skill area with scores lover the 70%. The student can then go directly to the Official GED Practice Test.

- If the student scores **between 60-74%** on a pretest, the teacher can complete an Entry Test Correlation Chart found in some GED textbooks and compute a percentage for each skill area. Work is then assigned only for those skill areas which require remediation. The work which is assigned is listed on a student accomplishment chart (these teacher-created charts are included in this handbook and are generic in that they can be used with any GED publisher's materials)

- If the student scores **below 60%** on a pretest, the teacher should place him/her in Pre-GED material for that area's remediation.

After demonstrating mastery on the Official GED Practice Test, the student is ready for the GED test. Depending on student preference, he can take one or more sections at a time or all of them at one sitting. In fact, some students prefer to work completely through one study area at a time, such as completing all math work for pretest to GED Practice test before beginning social studies. Other students prefer working in all five areas simultaneously. Whatever method best suits the individual learning style is most likely to lead to student success.



Test of Adult Basic Education
TABE

TABE 5 & 6	Levels	TABE 7 & 8
E 26 - 49		L 00 - 19
M 46 - 69		E 16 - 39
D 66 - 89		M 36 - 69
A 86 - 129		D 66 - 89
		A 86 - 129

TABE 5 & 6	Locator	TABE 7 & 8
Vocabulary 14 minutes		Reading 18 minutes
Math 23 minutes		Math 16 minutes
		Language 14 minutes

TABE 5 & 6	Complete Battery (E,M,D,A)	TABE 7 & 8
Reading 54 minutes		Reading 50 minutes
Math 80 minutes		Math 65 minutes
Language 56 minutes		Language 39 minutes
Spelling 13 minutes		Spelling 10 minutes
Total 3 hrs. 23 minutes		**Total 2 hrs. 44 minutes**

TABE 5 & 6	Survey (E,M,D,A,)	TABE 7 & 8
Reading 23 minutes		Reading 25 minutes
Math 28 minutes		Math 34 minutes
Language 21 minutes		Language 18 minutes
		Spelling 10 minutes
Total 1 hr. 11 minutes		**Total 1 hr. 27 minutes**

TABE 5 & 6	Level L	TABE 7 & 8
	35 minutes	

UNIT II: GED STUDENT ASSESSMENT

THE LEARNER WILL BE ABLE TO:

- ✔ **Demonstrate a clear understanding of each of the five major divisions of GED curriculum covered on the GED examination and display this competency by providing specific examples of materials in each area on a self-check worksheet.**

- ✔ **Display a thorough understanding of the GED state objectives by discussing the objectives in one subject area with other GED teachers and having each group present their subject objectives to the entire workshop.**

- ✔ **Demonstrate a familiarization with both general preparatory and GED specific software available to supplement GED text-based curriculum by preparing a class list of software titles and sharing specific information about personal experiences with computer assisted instruction.**

- ✔ **Learn at least one method of preparing student accomplishment charts to assist with tracking of individual progress and demonstrate this competency by incorporating a similar method into the GED classroom.**

GED STATE CURRICULUM OBJECTIVES

The State of Florida GED consortium has adopted twenty-seven GED objectives for the purpose of tracking student progress while enrolled in GED courses. These objectives match most of the basic sections of the GED text and are easily tracked by use of Student Accomplishment Charts. However, the reading objectives have been modified to include

basic skills required to be successful in reading all areas of the GED. These skills may be monitored by norm referenced test such as the TABE or ABLE or through teacher observation and curriculum based testing. Students that demonstrate a deficiency in reading should spend time in remediation of their specific deficiencies in order to be successful in all areas of the GED examination. Included here is a list of the state objectives and a copy of the Student Success Tracking Form that is used by Florida Community College at Jacksonville.

GED FLORIDA STATE CURRICULUM OBJECTIVES

★ *Writing Objectives*

1.0 Demonstrate the ability to score a minimum of 45 on the writing skills section of the actual GED examination.

a Master and apply basic rules of mechanics including: capitalization, punctuation and spelling.

b Master and apply basic rules of grammar and usage including: use of verbs, nouns, pronouns, and modifiers.

c Master and apply basic rules of sentence structure including: phrases, clauses and sentences.

d Demonstrate the ability to write a well-organized essay of approximately 200 words on a given topic that follows the rules of standard English grammar.

★ *Social Studies Objectives*

Using reading selections in history, geography, political science, economics, and behavioral science:

2.0 Demonstrate the ability to score a minimum of 45 on the social studies section of the actual GED examination.

a Demonstrate the ability to master and apply social studies information through the use of basic reading comprehension skills

b Demonstrate the ability to apply general social studies knowledge to a larger range of situations

c Demonstrate the ability to analyze social studies information and use that analysis to explore relationships among ideas

d Demonstrate the ability to accurately evaluate information for validity and make judgments based on that evaluation

★ *Science Objectives*

Using reading selections in biology, chemistry, earth science and physics:

3.0 Demonstrate the ability to score a minimum of 45 on the science section of the actual GED examination.

a Demonstrate the ability to master and apply scientific knowledge through the use of basic comprehension skills

b Demonstrate the ability to apply general scientific knowledge to a larger range of situations.

c Demonstrate the ability to analyze scientific information and use that analysis to explore relationships among ideas

d Demonstrate the ability to accurately evaluate scientific data and make judgments based on that evaluation

★ *Reading Objectives*

Using reading selections in various genre including: fiction, nonfiction, poetry, and drama:

4.0 Demonstrate the ability to score a minimum of 45 on the reading section of the actual GED examination.

a Master and apply the use of context clues to determine meaning

b. Master and apply the ability to identify the main idea and supporting details of a reading selection.

c. Master and apply the ability to make inferences and draw logical conclusions from reading passages.

d. Master and apply the use of logical order and sequence.

e. Master and apply basic summarization and restatement skills.

f. Master the ability to determine author's point of view and intended audience, and to differentiate between factual and opinionated material.

g. Master the ability to apply the transfer of ideas and directions to a new context.

★ *Mathematics Objectives*

5.0 **Demonstrate the ability to score a minimum of 45 on the mathematics section of the actual GED examination.**

a. Master and apply whole number operations.

b. Master and apply all basic operations related to fractions.

c. Master and apply all basic operations related to decimals.

d. Master and apply use of common percents and percentage problems.

e. Master and apply use of charts and graphs.

f. Master and apply use of common measurements, both standard and metric, and problems involving both.

g. Master and apply use of basic algebra operations including ratio and proportion, signed numbers, and basic equations.

h. Master and apply use of basic operations in geometry.

GED STUDY GUIDE CURRICULUM FRAMEWORKS

Because students enter the GED program with a variety of educational backgrounds and academic skill levels, a traditional approach to classroom teaching does not lend itself to meeting their individualized needs. In addition, the GED examination is divided into five subject areas. Students may require review in one area, remediation in another, while demonstrating mastery in a third.

To accommodate this diversity a curriculum framework or student achievement chart may be developed that ties into the classroom text for the course. A generic framework can be used that requires the listing of page and lesson numbers. Although, this may require a little extra effort on the students' part it allows for a variety of texts and varying additions without correction.

Students completing or mastering any subject area are given the Official Practice GED Test for that subject area under simulated test conditions. If they score 50 or above on the practice test they are encouraged to sign up for the GED examination as soon as possible.

By using the student curriculum frameworks teachers are aware of student progress from lesson to lesson and then may give individual remediation on any lesson in which a student may be experiencing difficulty. Although 80% is considered mastery, some students prefer all incorrect questions to be reviewed. This allows them to increase their knowledge and improve their scores.

Students are able to work at their own pace and are responsible for maintaining their own records. This gives them increased personal empowerment and allows them to take ownership of their learning. In this way students discover their own areas of deficiency and work only on those subjects in which they require review or remediation.

To use the framework in an effective manner, the instructor should administer the pretests in each area found in the front of the GED text they will use. Instructors should score the tests and complete the evaluation chart finding the percentage correct for each sub-area. Students scoring 80% or better have achieved mastery in that subject area and need only take the Official Practice GED Test and pass with a fifty or higher to be exempt from study in that subject area. However, if a student scores lower than 70% in any sub-area on the pretest he may well benefit from review in that sub-area. Students scoring between 60% and 80% should remediate all areas that fall below the 75% mark. Students who achieve a score below 60% on any pretest demonstrate a marked deficiency in that subject area. These students should be given work on a pre-GED level and encouraged to complete a similar program on that level before beginning work in the GED textbook.

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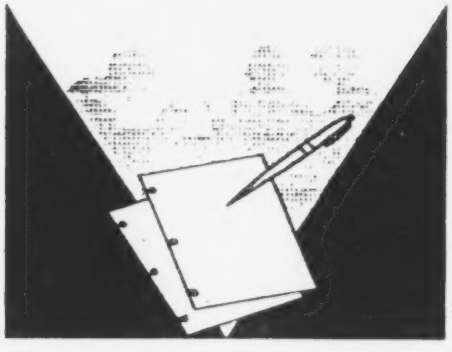


WRITING SKILLS ACCOMPLISHMENT CHART				
NAME				
BOOK	**PAGE #**	**SCORE**	**DATE**	**INITIALS**
PRE-TEST				
WRITING SKILLS PART 1				
USAGE OVERVIEW				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
REVIEW: USAGE				
SENTENCE STRUCTURE OVERVIEW				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				

WRITING SKILLS ACCOMPLISHMENT CHART (PAGE TWO)

NAME

BOOK	PAGE #	SCORE	DATE	INITIALS
LESSON #				
LESSON #				
REVIEW: SENTENCE STRUCTURE				
MECHANICS OVERVIEW				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
REVIEW: MECHANICS				
MECHANICS REVIEW				
WRITING SKILLS I POSTTEST				
WRITING SKILLS 2 OVERVIEW				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
PRACTICE GED IN WRITING SKILLS				

SOCIAL STUDIES ACCOMPLISHMENT CHART				
NAME				
BOOK	**PAGE #**	**SCORE**	**DATE**	**INITIALS**
PRE-TEST				
HISTORY OVERVIEW				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
REVIEW: HISTORY				
GEOGRAPHY OVERVIEW				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
REVIEW: HISTORY				
ECONOMICS OVERVIEW				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				

SOCIAL STUDIES ACCOMPLISHMENT CHART (PAGE TWO)

NAME				
BOOK	**PAGE #**	**SCORE**	**DATE**	**INITIAL**
REVIEW: ECONOMICS				
POLITICAL SCIENCE OVERVIEW				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
REVIEW: POLITICAL SCIENCE				
BEHAVIORAL SCIENCE OVERVIEW				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
REVIEW: BEHAVIORAL SCIENCE				
REVIEW: SOCIAL STUDIES				
SOCIAL STUDIES POSTTEST				
PRACTICE GED IN SOCIAL STUDIES				
PRACTICE GED IN SOCIAL STUDIES				

SCIENCE ACCOMPLISHMENT CHART				
NAME				
BOOK	PAGE #	SCORE	DATE	INITIALS
PRE-TEST				
LIFE SCIENCE OVERVIEW				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
REVIEW: LIFE SCIENCE				
EARTH SCIENCE OVERVIEW				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
REVIEW: EARTH SCIENCE				

SCIENCE ACCOMPLISHMENT CHART (PAGE TWO)

NAME

BOOK	PAGE #	SCORE	DATE	INITIAL
CHEMISTRY OVERVIEW				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
REVIEW: CHEMISTRY				
PHYSICS OVERVIEW				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
REVIEW: PHYSICS				
SCIENCE REVIEW				
SCIENCE POSTTEST				
PRACTICE GED IN SCIENCE				

LITERATURE & ARTS ACCOMPLISHMENT CHART				
NAME				
BOOK	**PAGE #**	**SCORE**	**DATE**	**INITIALS**
PRE-TEST				
POPULAR LITERATURE OVERVIEW				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
REVIEW: POPULAR LITERATURE				
CLASSICAL LITERATURE OVERVIEW				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
REVIEW: CLASSICAL LITERATURE				

LITERATURE & ARTS ACCOMPLISHMENT CHART (PAGE TWO)

NAME

BOOK	PAGE #	SCORE	DATE	INITIAL
COMMENTARY OVERVIEW				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
REVIEW: COMMENTARY				
LITERATURE & ARTS REVIEW				
LITERATURE & ARTS POSTTEST				
PRACTICE GED IN LITERATURE & ARTS				

MATHEMATICS ACCOMPLISHMENT CHART				
NAME				
BOOK	**PAGE #**	**SCORE**	**DATE**	**INITIALS**
PRE-TEST				
ARITHMETIC OVERVIEW				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
REVIEW: ARITHMETIC				
ALGEBRA OVERVIEW				
LESSON #				

MATHEMATICS ACCOMPLISHMENT CHART (PAGE TWO)

NAME

BOOK	PAGE #	SCORE	DATE	INITIAL
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
REVIEW: ALGEBRA				
GEOMETRY OVERVIEW				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
LESSON #				
REVIEW: GEOMETRY				
GEOMETRY REVIEW				
MATHEMATICS POSTTEST				
PRACTICE GED IN MATHEMATICS				

GED TEXTBOOK SELECTION

Selection of the proper textbook to be used in the GED classroom is not as difficult a task as it may first seem. Although there are a wide variety of textbooks available, most of those published by major textbook firms do an excellent job of covering the material that will be presented on the examination. What one should look for in a text is the inclusion of pretests, correlation charts, remediation material, post-tests and/or simulated GED examinations. The texts that include these varied materials will be comprehensive enough to meet the needs of students who enter the GED classroom at the GED level (above ninth grade).

However, it is a common fact that many students who enter the GED review program are deficient in one or more areas and need intensive remediation. Therefore, these students may require additional work in textbooks geared to the GED preparatory level (seventh to ninth grade). Many textbook publishers provide an additional series to supplement the GED series at this level. For example, Cambridge, Contemporary, and Steck-Vaughn provide individual subject books in the five GED curriculum areas, as well as the Comprehensive GED Preparatory book. Students that function below pre-GED level should be referred to an Adult Basic Education class as soon as possible.

Even though GED textbooks and pre-GED series offer a good source of review and remediation, they are often limited in the amount of practice they provide on a particular skill. It is not unusual for a student who has difficulty with a skill area such as fractions to require additional practice in order to commit the skill to long term memory and be successful in recalling and applying that skill on the GED examination. Most GED textbook companies have provided a companion exercise series to accompany the GED textbooks. These series provide additional practice on GED questions by skill area and allow for the additional practice needed. They are very helpful in the classroom or can be used for extra study at home.

Most large book publishing houses have catalogues available that list and summarize the types of GED and pre-GED material available. Some companies will allow instructors to preview materials upon request or provide a sales representative who will demonstrate and explain their line of GED and pre-GED materials.

GED UNIT TEACH CURRICULUM

If a student has passed all but one section of the GED test, the Unit Teach materials developed by Professor Ben Campbell, Florida Community College at Jacksonville, may be used for remediation. Unit Teach gives suggestions to the instructor to help the student's scores improve in a particular test section.

Unit Teach may be appropriately used to boost the scores of those who have passed all sections of the GED test but failed to achieve the passing score or for the student who has passed all sections of the Official GED Practice Test but could benefit from some intensive additional practice in writing, mathematics, social studies, and/or science.

The GED Unit Teach materials are **not** included in this manual. However, for further information, please contact:

Florida Community College at Jacksonville
Program Development Department
940 N. Main Street, Room 204
Jacksonville, FL 32202-9968
Office: 904-632-3138
E-mail: mmurr@fccj org

COMPUTER-ASSISTED INSTRUCTION

The computer is an excellent tool for review or reinforcement of classroom or text book instruction. Students benefit from the drill and testing available on many programs designed specifically for GED preparation. While some software companies are now producing GED specific software, others produce general programs that boost reading, math, and language skills or reviews in the area of science and social studies.

An example of GED specific software would be Steck-Vaughn's GED 2001 program which provides two full length GED practice tests in each subject area. These tests can be taken in a test mode that times the student accurately and maintains a record of the time remaining should the student need to exit the test before completing it. The computer then scores the entire test (excluding the essay) and provides a score that has been tested for accuracy within 3-5 points of the actual GED. This program also provides a detailed printout of strengths and weaknesses with a list of remediation materials tied to the Steck-Vaughn text series. The software allows for immediate feedback of incorrect answers if used in the tutorial mode with an explanation of the correct answer and provides a complete remediation program. Also, this company provides a teaching and building component in another series call Pre-GED 2000 which provides a comprehensive pre-test in mathematics writing skills and reading (which incorporates social studies and science questions), and then provides remediation specific to the students needs. Although this software is labeled preparatory it is written with the GED student in mind and does an excellent job of providing material that is suitable for GED level students. It does, however, refer students who are having difficulty to the Pre-GED Steck-Vaughn series of textbooks.

Computer Curriculum Corporation carries a wide variety of software that, although general in nature, can be helpful to the GED student. Algebra Topics and Math Concepts and Skills cover most skills required on the GED mathematics examination. Fundamentals of English is a good basic writing skills program, and Critical Reading Skills provides excellent practice

for the literature and arts section of the GED. Computer Curriculum Corporation also publishes a GED Preparatory program that provides preview questions, tutorials and practice tests from which the student may select according to his or her need.

These are just two examples of an ever growing number of software packages available for assistance with GED instruction. If students have computer access and funds are available for the purchase of software, a careful study of products can be made by contacting GED textbook publishers who will often send demo disks and descriptions or provide a sales representative to demonstrate the software at your site.

When using computer-assisted instruction a teacher or lab manager should be available to fully train students. However, depending on the type of software selected, students may then be able to access and successfully use software on their own allowing them the opportunity for flexible hours of extra study. The instructor should always monitor the students' work and provide feedback as well as additional instruction for students with areas of weakness.

Because there is such a large offering of GED material available and this material is changing on a monthly basis, it would be impossible to include a comprehensive inventory of textbooks and software programs available for GED preparation. However, a short list of some of the most comprehensive publishers who have devoted time and effort in developing or acquiring materials suitable for this task is printed here.

Computer Curriculum Corporation
1287 Lawrence Station Road
Sunnyvale, California 94089

Contemporary Books Inc.
Two Prudential Plaza
Chicago, Illinois 60601-6790

Glenco/McGraw Hill
936 Eastwind Drive
Westerville, Ohio 43061

Regents/Prentice Hall
(Cambridge)
Englewood Cliffs, New Jersey 07632

Scott Foresman/Addison Wesley
1100 Ashwood Parkway, Suite 145
Atlanta, Georgia 30338

Steck-Vaugn Company
P.O. Box 26015
Austin, Texas 87855

UNIT IV: GED TEACHING AND TEST-TAKING TIPS

THE LEARNER WILL BE ABLE TO:

- ✔ **Identify the four major teaching knowledge competencies.**
- ✔ **Develop a student educational plan or student work plan with its three components for use in the classroom.**
- ✔ **Identify the four learning styles in the 4 MAT System.**
- ✔ **Identify teaching strategies which are relevant to GED instruction.**
- ✔ **Demonstrate knowledge of two basic teaching approaches, didactic and facilitative, by using them in the classroom.**
- ✔ **Demonstrate a student self-paced and group facilitative activity in the classroom.**
- ✔ **Incorporate test-taking strategies throughout the curriculum.**

GED TEACHING STRATEGIES

The GED instructor needs to possess the skills and knowledge of his instructional area. The purpose of this section is to review the teaching competencies we will need to be successful GED instructors.

The teaching competencies that we need to be successful can be found in the following major areas of knowledge:

- *curriculum content*
- *adult learner characteristics*
- *interpersonal skills*
- *diagnostic-prescriptive techniques*

There are two important things to remember when mastering content. One is that you should make every effort to be as knowledgeable as possible for the course you are teaching. Quite often this means taking the time to get familiar with the texts and workbooks used in the class. Know why a particular answer is considered correct in the text and make notes about passages which seem confusing or difficult for many students.

A characteristic that some adult learners will share is a history of failure in school settings, so they may come to us with a great fear of failing again. We are here to help them achieve success and confidence. Also, as teachers we must be able to recognize and respond to the diversity of experiences, needs, and desires of our students. These traits would include the economic, social, psychological, and learning characteristics of our students.

If we provide a structured learning experience in an informal environment and set attainable goals and objectives with our students, we will be able to assist them in realizing their academic potential. Remember that adult students are goal-oriented. They may not be familiar with writing objectives and setting goals, but they will request a "plan" from you. They will want to know the following information:

1. ***description of where they are (diagnostic evaluation)***
2. ***what needs to be done (objectives and goals)***
3. ***where they are headed***
   (times frames + task completion = concrete outcomes)

To develop strong interpersonal skills with your students you must be able to empathize with and respond to your students. You need to help them feel valued and respected. Our success

as teachers depends on how well we are able to relate to and deal with our students. You may want to observe other instructors in their classrooms to sharpen your skills in this area.

As GED instructors we need to know what our students know and what they need to know. This is ascertained through the **assessment** tools. The varied testing measurements which are available to you will be addressed in the GED Assessment section of this training manual. Now you are ready to prepare your **diagnosis.** This is your working hypothesis. It is your judgment of the student's strengths and weaknesses. From the diagnosis of the skills the student needs you can write your prescription. The **prescription** provides a written guide for you and the student. It states the skills to be learned and the method or material which is to be used in the learning process.

A GED instructor must be able to provide a wide variety of instructional techniques and approaches. People have unique and characteristic ways of using their minds (Kazmiersky,2). The theory that adult learning styles differ for gathering, organizing, and evaluating information shows us that people process knowledge in multiple ways. Let's look at one of the most contemporary and relevant learning style systems. The "4MATS System" has identified four learning styles that encompass the curve between the concrete and abstract thinker. The four styles identified by Bernice McCarthy are these:

1. **THE IMAGINATIVE LEARNERS**	These learners perceive information concretely and process it reflectively. They are good listeners but also like to share ideas. They enjoy personal involvement, commitment, and are interested in personal growth. In class they expect the faculty member to produce authentic curricula, knowledge upon which to build, involvement and group work, and are willing to provide feedback. They care about fellow students and the instructor.

2. THE ANALYTIC LEARNERS	Analytic learners perceive information abstractly and process it reflectively. They are interested in theory and what the experts think, need details and data, and are uncomfortable with subjectiveness. They expect the class to enhance their knowledge and they occasionally place factual knowledge over creativity. This implies that assignments and projects should be developed to enhance sequential activities based upon comprehension.

3. THE COMMON SENSE LEARNERS	These learners perceive information abstractly and process it actively. They are the pragmatists in the class. They learn by testing theories and process it actively. They are the pragmatists in the class. They learn by testing theories and applying common sense, are problem solvers, and are skill oriented. In class they expect the instructor to teach the skills they need to be economically independent in life. They may not be flexible or good at team work situations.

4. THE DYNAMIC LEARNERS	Dynamic learners perceive information concretely and process it actively. They learn by trial and error and believe in self-discovery. They like change and flexibility, are risk takers, and are at ease with people. They examine reality and try to add to it. They may occasionally be pushy and manipulative. In class they like assignments to do on their own and expect classes and curricula to be geared to their needs. They seek knowledge for the improvement of society and expect opportunity for experimentation without being penalized by grades. They respond to dynamic instructors who are constantly trying new things (McCarthy, 37-43).

As teachers of adults, it is important to understand student types. We must be able to use a variety of classroom activities with our diverse student learning styles. Also, you might be able to recognize your own teaching style from these descriptions. In conclusion, the ability to identify your teaching style and behaviors will enable you to modify or understand that style in order to accommodate all learners.

Grieve, Donald, *A Handbook for Adjunct Part-time Faculty and Teachers of Adults* Cleveland: Info-Ten Inc., 1989.

McCarthy, Bernice, *The 4MAT System*, Barrington, IL: Excel Inc., 1987.

TEACHING METHODS

A large variety of methods are available; all should be considered. The method one chooses is determined by a variety of criteria, including the instructor's skill, length of time available, needs of the students, the nature of the objectives, and the availability of materials. Teaching methods include reading, lectures, discussion, role play, student panels and reports, films, and video tapes.

The following is a set of questions designed to help you determine the relevance of the methods you may choose:

1. Is the method suited to the objective?
2. Does it lend itself more precisely to knowledge, skill, or attitude learning?
3. Might it yield multiple learning?
4. Does it require a greater or lesser degree of background, knowledge, skills, or attitudes from the participants?
5. How much time does it take?

6. What kind of props does it take? Are they available?

7. What specialized skills are required of the instructor? Am I competent In them?

8. Is the method comfortable for me?

9. Does the method call for activity or passivity on the part of the student?

10. Does it contain too much-or not enough-control on my part?

11. Is the method slow-or fast-paced? Is it flexible?

12. Does it achieve the objective in the simplest way possible, or is it needlessly showy (Johnson, 27)?

As successful teachers of GED adults, the most valuable attribute we can bring to the classroom is the sense of equality. We recognize that we work among peers, and therefore use informal approaches to draw and use input from our students. As effective teachers, we must know our students as well as our subject matter. The following are some specific recommendations for teaching adults successfully:

1. A self-familiarization exercise during the first section provides the class with a group feeling and a sense of common purpose. It allows class members to recognize other participants' abilities, and allows the instructor to know what resources are available in the classroom so that he or she may shape the presentation.

   One technique that works well is to divide the class into pairs, have partners interview each other, then report to the rest of the class. Another technique is to divide the class into groups of four or five. Each group interviews its members, and each member writes on slips of paper four words that characterize favorable qualities of every other group member. The slips are then handed to the person described. Every class member thus has a set of positive personal assessments - casual, perhaps, but meaningful. A similar concept, "Cross-Interview Techniques," is described below.

2 Always start and end on time

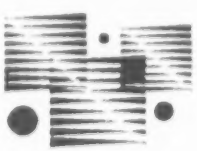
3 Sustained attention and real mental engagement with a task requires that students have a clear understanding of the goals of any task. Adults come to class with a purpose and want to know at the outset that the class will meet their expectations. One way to do this is to provide a set of written materials at the initial session that includes an outline of the purpose of the class, what will be presented, and what the participants are expected to accomplish for successful completion.

4 The teacher should present skills and concepts in an abstract-to-concrete sequence, then back again, taking the principles and applying them. Let participants know that they can succeed, and give positive, honest feedback about their work. Emphasize successes but avoid empty flattery. Students need to be able to gauge progress accurately.

5 Use small groups frequently, reporting back to the total group. This adds "air" time, getting people talking and sharing. Students are the single most important learning resource and source of data for the class.

6 The teacher must be able to use specific examples and concrete factual models relevant to individual experience.

Make abstractions and generalizations clear. While it may sound simple, being specific usually proves to be one of the most demanding creative tasks facing the teacher.



7 Get people to share their ideas. You frame the ideas, point out integrating factors, help participants discover the "Ah-Ha's " to become theory builders. Again, use students' backgrounds and interests. Have them make presentations on relevant topics that incorporate their own observations, knowledge, and experience.

8 Use prepared or "homegrown" stimulations, case studies, role playing, and brainstorming techniques when possible. The question to constantly ask is, "What does it mean in our day-to-day world?"

9 Successful teachers will not limit themselves to lecturing. Vary your style, dashing it here with humor, there with a relevant anecdote, and at other times with multimedia materials and hands-on problems. At times teachers may be vigorously logical and have students draw practical conclusions from abstract principles. At other times, they might give a flood of examples and ask the students to recognize in them an underlying pattern. In this way, the teacher stretches the cognitive styles so that those who excel in one mode of cognition will learn to use others.

10 Teaching should always provide for transcendence. Build in the applications of the learning, not simply assuming that it will happen. Allow students to draw their own conclusions, to determine their own implications.

11 Teachers must remain open to the unexpected idea, the sudden insight that may throw their entire prepared presentation off stride. Welcome it, speculate out loud with the class about the possibilities. If the teacher is well enough versed in the subject, she/he will be able to integrate the new view, or to analyze, together with the class, how it falls short. The class, and indeed all of humanity, move forward on these exciting "Eurekas." Remember that the natural state of human beings is constant, positive growth.

12 Use warm-up exercises to get people to know each other, to start the norm of informality, involvement, and co-learning.

13 Perhaps of the greatest importance is the teacher's skill in using questions. More about this later. The purpose of a good line of questioning is to stimulate thinking and allow respondents to evaluate their own perceptions and their understanding of the subject matter. Questions also can be used to shift mental gears. For example, if students favor a logical-sequence approach, throw them a curve by asking how the matter at hand works into a pattern, or ask them to make a value judgment on a procedure. If the respondent likes to relate directly to experience, ask him or her to develop a step-by-step sequence of logic or to deduce the result.

14 Students should realize that problems cannot be solved in a few minutes. Teachers therefore must allow time for reflection and analysis. As students and adults, we often spend many hours over a span of days or even weeks on a good problem.

(Johnson, 29-31)

Johnson, Philip, *Creative Teaching in the Community College: Guidelines for* Associate Faculty, Tucson, Arizona: Pima Community College, 1988.

DIDACTIC AND FACILITATIVE TEACHING TECHNIQUES

The selection of your teaching method is crucial because it must be appropriate to the course content and objectives. The selection and presentation of material through appropriate teaching methods is a major task of the instructor.

There are two basic teaching approaches: didactic techniques and facilitative techniques. Neither technique is exclusively right or wrong. You can develop a combination of each

technique for your personal philosophy and principles

These techniques are summarized here

Didactic implies essentially a one-way instruction where the basic function is transfer of knowledge or skill from the teacher, text, or other materials to the student

Facilitative techniques, on the other hand, involve more experiential learning, more affective dimensions, more of the learn-how-to-learn process, and go well beyond a simple didactic presentation. Facilitative techniques imply more activity on the part of the student, and a different role for the teacher. Rather than acting as merely an expert, the teacher is the one who helps the student learn by understanding their own learning processes and searching for their own answers

The concept of traditional, or **didactic**, teaching methods is the one-way presentation of information. these methods directly transmit knowledge or skills - from you or from prepared materials such as texts - to the student. It is the most common technique used for delivery of content information. This technique is most effective when basic information is to be provided to the student. Such methods include lectures, reading assignments, audio-visual materials and other media, and a variety of other techniques including testing, student reports and student panel presentations

"I have come to feel that the only learning which significantly influences behavior is self-discovered, self-appropriated learning."

Rogers,C R., 1969. *Freedom to Learn*, Columbus, OH, Charles E. Merrill (153)

The process of learning through **facilitation** enables the student to become central in the learning process. Less subject matter expertise is required of the teacher, but more

knowledge of the students and the techniques and systems appropriate to help students become learners is necessary.

Neither didactic nor facilitative approaches are fully functional because both require the other. Through facilitative methods, the content comes partly from the students. The function of the teacher becomes one of framing the information, providing a syntax, providing a system, providing an outside parameter for the learner. The focus is more on the trip rather than the destination. The student is becoming the learner and developing wisdom, not simply knowledge. Therefore, facilitative teaching is designed to supplement not replace didactic teaching.

In conclusion, sometimes our tendency is to limit ourselves to didactic techniques, which essentially present information. Didactic technique is essential and is the foundation teaching technique. However, facilitative techniques, those techniques that are dependent not upon the teacher's expertise but rather on an understanding of how people learn, require us to concentrate on the broader purpose of teaching. It should be our goal to help the student become a learner, not merely learned.

SELF-PACED
FACILITATIVE STUDENT ACTIVITY

MATERIALS: **two sheets of paper**
pencil/pen

OBJECTIVE: **The students will develop a truer understanding of the learning needs of not only themselves but of others in the class.**

Ask your students to start one sheet with the heading, "Things I Need." Ask them to list on this sheet such details as my learning objectives; things I would like to know more about or have the capabilities to do better; skills, attitudes, values, or information needed; what it is I would really like to gain from this class; what would help me in my personal life and work.

On the second sheet, ask each student to use the heading "Things I offer." Ask them to list their skills, knowledge, information, background, experiences, and whatever else might be of use to the other students that they are willing to share.

Finally, collect the papers and prepare a summary of the information for distribution to the class at its next session. As the facilitator, you can then lead a general discussion about the nature of the group, the needs that were identified, and the resources that were listed.

▲ *IDENTIFYING YOUR TEACHING STYLE* ▼

The approach you choose should be based upon your subject matter and your students. The two approaches below, teacher-centered and learner-centered, are very distinctive.

	TEACHER CENTERED	LEARNER CENTERED
SELF-CONCEPT	Dependent on teacher for learning	Responsible for own on learning
EXPERIENCES	Of little worth	Rich resource for learning
TIME PERSPECTIVE	Postponed application	Immediacy of application
ORIENTATION TO LEARNING	Subject centered	Problem centered
CLIMATE	Authority oriented	Mutually respectful, informal
PLANNING	By teacher	Input encouraged
DIAGNOSIS OF NEEDS	Competency-based exams	Based on individuals

Visual-Based Staff Development Program for Adult Teachers
Teaching Methods (Part I)
Identifying Your Teaching Style

Pensacola Junior College
Pensacola, Florida

RIGHT & LEFT BRAIN CHARACTERISTICS & TEACHING METHODS

LEFT WAYS OF THINKING	*LEFT WAYS OF TEACHING*	*LEFT KINDS OF QUESTIONS*
Discrimination Analytical Linear Explicit Sequential Verbal Abstract Rational Structured Convergent Categorical Linking to Past Knowledge	Lecture Objective Tests "Outline" Compare/Contrast Time Lines Reading Assignments Themes with Emphasis on Content/Organization Teacher-Led Discussion Seat in a Row Timed Assignments What/Who Questions Word/Sentences on Board	Who? When? What? What comes next? How would you describe it? What are the clues? How are they alike? How are they different? What is the criteria? What are the parts? What are the steps? What is the correct answer? Can you paraphrase? Can you prove it?

RIGHT WAYS OF THINKING	*RIGHT WAYS OF TEACHING*	*RIGHT KINDS OF QUESTIONS*
Intuitive Spontaneous Fluid Kinetic Divergent Open Emotional "Aha!" Metaphoric Non-Verbal Artistic Holistic	Individual Projects Multi-media Presentations Illustrations on Board Independent/Small Group Work Brain Storming Themes with Emphasis on Originality/Creativity "Free" Reading Flexible/Circular Seating Open-ended Assignments Student Choices Why/How Questions	How could we change this? How do you think he is feeling? What are some possibilities? How could you use this? Can you combine these in a new way? How many ways could this be done? What would happen if... What's your gut feeling? Can you take an imaginary trip? How can this be shown symbolically?

Kazmierski, Paul R., "Learning Styles" *Teaching and Learning for Careers*, 1977, 2 (2),1.

LEFT BRAIN -- RIGHT BRAIN

by Rene' Bentley

I use it to analyze
It's what helps me realize
When I figure out problems
It's what helps me solve them
It rationalized my thoughts all the same
It's how I use the left side of my brain.

My dreams start here
Right by my ear
I hear the notes
I remember the quotes
It gives me passion
It gears my fashion
It helps my creative side come out
This is what my right brain is all about

Learning Partners Program Workshop, January 1998
Florida Community College at Jacksonville

TEACHING TIPS TO EMPOWER YOUR STUDENTS

- Listen to your students.

  "My uncle is a math teacher. Me, my mother and grandmother all take turns cooking. I cooked stew beef and cabbage on Monday."

  " My mother started out at University Hospital when she was 19, and, she is 54 years old, and, my friends say she can go for my sister. I'm 25. She started as a nursing assistant and she is an RN. She goes to FCCJ on Tuesdays and Thursdays. She works all the time."

  "Two of my kids are in the gifted program, and one is having some problems in school with his subjects. I was in the gifted program in Bayard and they bussed me to Beauclerc Elementary School. I was taking calculus in my junior year at Wolfson."

- Bond with your students.
- Teach Mastery Learning.
- When possible, link concepts.
- Teach to individual needs..
- **<u>These are adults</u>.**
- If you have any learning secrets, share them with your students.
- Let them see your work ethic. Respect their work ethic, but challenge them to excel.
- Teach learning processes and theory.
- Use whatever motivation is at your or their disposal.
- Look for opportunities in their lives to make learning an experience, be effective and efficient with this method.
- Know your students and use formal and informal assessments to help them.
- Never assume your students can't learn something and question how they actually learn it (Learning Modalities).

- Structure classes for students to learn from other students (Student to Student Learning)
- Help them experience learning something they felt they could not learn.
- Give students leeway to determine what things to work on when practical and possible; however, do not allow students to control what it is they should do in class.
- Model in your teaching patience, persistence, preparation, commitment, dedication, work ethic, and all the other admirable characteristics you would like students to have.
- Be observant and consistent with both your praise and critical comments on student work. Use this skill to get their attention to what it is you want them to accomplish, then praise them when they do well.
- Know your own limits and the limits of resources. Seek and use the help of other adult teachers.
- Be as familiar as possible with the academic skills, knowledge, and reading levels required to pass the GED tests and devote some teacher-preparation time studying and attending inservices to become proficient in these skills.
- You can group science and social studies concepts as was done in the GED Unit Teach. This will help your teaching.
- The writing skills and mathematics components of the GED test are skill-based. If students come to you without these skills, they must be acquainted with these skills through your teaching.
- Know when it's necessary to teach a certain skill to assure your students of a passing score in these two areas. They must be acquainted with these skills and become proficient at them.
- Develop an eye for GED curriculum materials that get good testing results, and make these materials prominent in your teaching.
- Interact frequently with other GED teachers.
- Record in your curriculum materials and use in your teaching student feedback on the GED test itself.

STUDENT PREPARATION FOR TEST QUESTIONS

For many GED students, the experience of preparing for the GED exam is a significant adjustment problem because often they have no idea of how rigorously they might be tested. They prepare as they did in high school and are baffled when results are inadequate. Thus, a knowledge of questioning strategies is crucial for our students if they are going to comprehend the course material and study toward the test questions successfully.

Bloom's familiar taxonomy provides a good structure for teaching questioning strategies because it provides a hierarchial list of key questions to guide students toward more sophisticated comprehension and learning. To teach our students this use of taxonomy, we can show our students the seven levels of questions, point out the key question words in each, and help them practice formulating questions of the various levels for their own daily review.

Students can use a similar process to determine what levels of thinking their exam will require. They can compare the questions on a practice exam with a list of key question words. Once they have determined what level(s) of questions predominate, they can try to match the level(s) of questions as they prepare for the exam. This analysis takes at least some of the guesswork out of test preparation.

Baldwin, in his text, Strategies for Study, offers the following interpretation of Bloom's taxonomy:

1. ***MEMORY QUESTIONS (knowledge)*** simply require the recall of information that was actually stated as either facts, concepts or generalizations. For example: (1) What is the specific gravity of mercury? (2) Review the development of the United Nations.

   Skill: Students recall, remember, or recognize the information presented earlier.
   Key Words: name, list, recall, define, tell, match, who, what, how many

2. ***TRANSLATION QUESTIONS (comprehension)*** involve expressing an idea of a different form of communication (words to symbols, symbols to words, words to diagrams, words to other words, etc.) For example: (1) From the written description, diagram the process of digestion. (2) In your own words, what is the meaning of Einstein's formula $E\text{-}MC^2$?

Skill: Students, at a simple level, translate answers into different forms, inter-related discrete facts, generalize and so on.

Key Words: describe, compare, contrast, explain, summarize, give an example.

3. ***INTERPRETATION QUESTIONS (application)*** require drawing relationships among facts, definitions, generalizations or values, such as, comparisons or contrast questions, or questions which seek a cause and effect relationship. For example: (1) Compare the effects of alcohol and marijuana. (2) What is the difference in the meaning of the concept of "democracy" as used in the United States and in the Federation of Russian States?

4. ***APPLICATION QUESTIONS*** ask the reader to transfer concepts from the academic context to the context of everyday life. For example: (1) How does the population explosion affect me. (2) How does the concept of immediate approval of reward apply in a child's learning to talk?

Skill: Students apply learned material to new, but concrete, situations after deciphering part of the unfamiliar problem.

Key Words: solve, decide, predict, apply, use, extend, expand.

5. ***ANALYSIS QUESTIONS*** require the reader to identify the logical steps used in a thinking process to arrive at a conclusion. In working with analysis questions, one

must understand the parts as well as the reasoning process used to hold them together. For example: (1) How does Jefferson arrive at this conclusion that all men are created equal? (2) Why have some community leaders changed their emphasis from working outside political parties to working within political parties?

Skill: Students break a question/problem into its component parts, find the relationships among them and then identify how to solve each part.

Key Words: diagram, distinguish, analyze, identify, what reasons, why, analyze.

6. ***SYNTHESIS QUESTIONS*** ask the reader to bring together information in order to create a new idea which was not explicitly stated previously. For example: (1) What would be a working definition of valid historical knowledge? (2) Develop a doctrine as a guide for the United States' relationships with Southeast Asia over the next decade.

SYNTHESIS QUESTIONS allow for controlled freedom in developing answers, recognizing many possible avenues and divergent thinking, yet working within the limits set by the particular problems, materials, or methodologies. The answer to a SYNTHESIS question must always provide an outcome, whether it be a unique communication, a proposed set of operations, or a set of abstract relations.

Skill: Students combine two or more elements into a new (for them) combination or set of relationships.

Key Words: plan, create, devise, reorganize, combine, pull-together.

7. ***EVALUATION QUESTIONS*** require judgments of value and validity measured against specific standards which are derived from the relationships of internal criteria and/or external criteria. For example: (1) Which of the following comes closest to being the Great American Novel: Moby Dick, The Great Gatsby, or Huckleberry

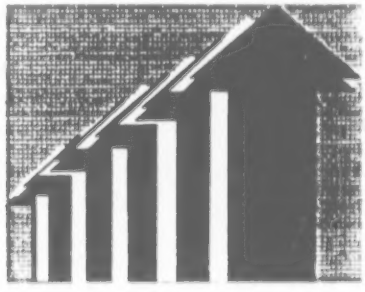
Finn? (2) When should individual freedom be given precedence over the welfare of the community as a whole, and vice versa? Why?

Skill: Students judge how closely something matches a definite standard found in the material (e g , logical consistency), external to material (e g , grammatical correctness), or specified by the student (in general or for that activity)

Key Words: criticize, rate, judge, evaluate, support, grade, rank

Baldwin notes four considerations: (1) The system of questions is sequential, they proceed from simple to advanced levels of reasoning and inquiry. (2) The levels are built one upon another and each contains its own characteristics as well as, those accumulated from the lower levels. (3) A question should be classified at its highest level because the lower levels of questions are contained within the thinking process which leads up to the highest level. (4) The classification of a question finally is determined by the questioner's own background and experience, e g , one person may classify a math question as SYNTHESIS if she were expected to arrive at new products by combining prior rules, and yet another person might classify the same question as MEMORY if she had previously studied the problem and were only recalling the information.

Developing Reading Skills, pages 4-5, Steck-Vaughn Publishers, 1996



BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES

Verbs useful in stating cognitive outcomes

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
define	translate	interpret	distinguish	compose	judge
repeat	restate	apply	analyze	plan	appraise
record	discuss	employ	differentiate	propose	evaluate
list	describe	use	appraise	design	rate
recall	recognize	demonstrate	calculate	formulate	compare
name	explain	dramatize	experiment	arrange	value
relate	express	practice	test	assemble	revise
underline	identify	illustrate	compare	collect	score
	locate	operate	contrast	construct	select
	report	schedule	criticize	create	choose
	review	shop	diagram	set up	assess
	tell	sketch	inspect	organize	estimate
			debate	manage	measure
			inventory	prepare	
			question		
			relate		
			solve		
			examine		
			categorize		

Adapted from Taxonomy of Educational Objectives by Benjamin Bloom and Assuring Learning with Self-Instructional Packages, Self-Instructional Packages, Inc., 1973

GED TEST-TAKING STRATEGIES

A particularly important topic for adult learners is test-taking strategies. There are at least two reasons for this: (1) many adult students are unable to adapt their learning styles to traditional teaching methods; and (2) adult education classrooms contain students with an extremely wide variety of skill levels. How then do we prepare them to test successfully?

Student preparation before and during the test:

* Having a class discussion of reactions to tests can help them realize that everyone feels anxiety during tests.
* Helpful guidelines: a good night's sleep is important; for most a good breakfast helps; and a relaxed, positive attitude is an advantage.
* Invite students who have successfully taken the test to share how they overcame their test anxiety.
* Eliminate the obviously wrong answer before deciding on the correct multiple-choice answer.
* Review factual information (i.e., formulas, rules, etc.) prior to taking the test.
* Arrive a few minutes early the day of the test.
* Arrange for day care and/or transportation in advance of the test date.
* Choose a comfortable place to sit that is free of distractions during the test.
* Clear your mind of personal problems.
* Mentally prepare yourself--relax!
* Read the directions on each test carefully.

* Look for answers as you read the questions (Example Question five may give you a clue to the answer for Question two)

* Check your answers again if time is available, look for mistakes or unanswered questions.

* Stay calm if other people finish testing before you do. Many of those people may have guessed at a majority of questions or may not have answered many of the questions.

* Answer all questions, even if you have to guess.

* All of the tests are multiple choice questions, except for the essay section. If the correct answer is not given, mark your answer sheet according to the directions given.

* Do many practice exercises and take a practice test before you take the real test.

* Make sure you are familiar with the test's format and directions before taking it.

* Believe in yourself and have confidence that you will pass. Remember that if you do not pass a test section, you can retake that section of the GED test.

* Keep an eye in your answer sheet. Make sure that your answers are marked in the correct space.

* Know how to get to the test site location.

* Schedule your test date in advance around your calender.

* Know the test site phone number for emergency purposes or if you need to reschedule your test date.

* Don't cram the day before your test.

* If your a morning person, schedule the test in the morning. If your an evening person, schedule it in the evening.

* Bring all the supplies you need (paper, pens, pencils).

* Budget your time to allow enough time to answer all parts of the test.

Also, try these test-taking ideas:

***Create your own study aids.** Aids such as flash cards, checklists, chapter outlines, and summaries will help you organize and remember the material better. These aids will help you condense the test material into manageable size.

***Organize a study group.** Ask other students to arrange a time for a group study meeting several nights before the day of the test.

HOW TO WRITE AN ESSAY

* **Read all of the essay questions before answering any of them.**

* **Underline key verbs in the question; they will give you clues to the type of information they want to see in your essay. Here are some keys words that often appear on essay exams:**

compare - examine similarities and differences
summarize - briefly give the major points
discuss - examine and analyze in detail
relate - emphasize connections and associations

* **Make a brief outline before you start writing.**

Finally, taking a test doesn't have to be a dreadful experience for your students. By practicing the above test-taking skills with your students, you will enable your students to manage the anxiety that often accompanies tests. These test-taking skills will not ensure an "A" on every test, but they will confirm that your students test scores reflect what they really know.

Boyd, T. C. Ronald, *Improving Your Test-Taking Skills*, ERIC/AE Digest, January, 1994

UNIT IV: GED CLASSROOM AND STUDENT MANAGEMENT

THE LEARNER WILL BE ABLE TO:

- ✔ **Know the definitions of classroom and student management as defined in the student and classroom management unit.**
- ✔ **List three essentials for organization within the GED classroom.**
- ✔ **Evaluate the concepts in the Student and Classroom Management unit and apply the concepts to their particular (or prospective) classroom environments.**
- ✔ **Distinguish between program structure and student focus as defined in the Student and Classroom Management unit.**

GED COURSE OUTLINE

I. PURPOSE OF THE GED CLASS

The primary purpose of the GED course is to prepare students to take and successfully pass the General Educational Development (GED) tests. While some students may enroll in GED class for other purposes, such as, the development or remediation of specific academic skills, the primary purposes for which students enroll govern the curriculum that will be taught.

II. ADULT LEARNER INSTRUCTIONAL APPROACH

Students who enroll in the GED class come from different social and economic backgrounds, have varying academic skills, talents and aptitudes, and differ in immediate and long-term goals. They are also all adult learners either by chronological age or by the definition of who is eligible to enroll in the adult education classes.

As adult learners ascribing to the successful completion of educational and career/job objectives that may have escaped or passed them by in the traditional adult development cycle, students in the GED class need and require 'special' attention that is worth noting.

First, they must be recognized and treated with respect as an adult fully capable of controlling their own lives. Instructor recognition of GED students as individuals capable of controlling their own lives serves as a prerequisite for tolerance and acceptance of student diversity, goal, or intent.

Next, as a corollary to the first approach to teaching adult learners, GED students need direction and guidance in their preparation for the GED test. The GED instructor needs to be focused with respect to what he perceives as the individualized paths to test preparation and successful completion. Once the GED entrance assessment data and career/educational plan of the student is known, recorded and/or internalized, the focus preparation begins.

Finally, the GED instructor must have and demonstrate a genuine love of teaching adults and a professional approach to teaching that earns the respect of students. Students in the GED preparation class will respond with work and commitment ethics to their GED preparation in direct proportion to that which is modeled and simulated by the GED instructor.

III. DESIRED GED STUDENT ENTRY COMPETENCIES AND ADULT LEARNER FRAMEWORKS

The following competencies are desired upon entry to the GED class.

A. Identifiable and/or can articulate an educational/career or job goal.

B. Accepting and tolerant of diversity within a class setting.

C. Task and barrier elimination oriented.

D. Reading, writing and computation skills assessed by a recognized test of educational measurement (TABE) at or above the 8.9 grade level.

E. Individualized schedule that will permit the allocation of time to work on the GED preparation.

F. Student interest in the class, instructor feedback on student's academic work and potential to pass the GED test will increase motivation, retention and program completion.

IV. CRITICAL GED SKILLS TAUGHT

(see your institution's performance standards)

V. APPROACH IN TEACHING ACADEMIC SKILLS OF GED TEST

With a thorough knowledge of GED test skills and the context in which students are tested on the actual GED test, the instructor uses the adopted GED preparation books, the supplemental materials necessary to reinforce or remediate skills, and the established GED instructional support labs to assess, teach and remediate GED academic skills.

After a thorough review of the TABE and/or other GED Predictor or unsuccessful GED test results themselves, the following GED review is conducted by experienced GED instructors:

A. ***Essay Sample*** - Each student is given familiar topics such as, "Why I Choose to Study for the GED Test" to write a one-page essay. In the open-entry

environment, the essay is read by the instructor and returned to the student on the first day of class or shortly thereafter.

Next, the essay is graded utilizing key GED essay grading points from the Steck-Vaughn textbook and the GED Predictor-Instructional manual. This assignment also provides the instructor an opportunity to see the strengths and weaknesses of the student's essay writing skills and a preview of his writing mechanics and grammar skills.

Finally, the essay begins the important individualized approach with which the instructor gets to know the student and his intent, present level of GED skills, commitment, and work ethics as they relate to preparing for the GED test. The student also begins to learn what the instructor expects of him and that the GED student preparation is individualized.

B. ***Problem Solving Sample*** - Whole number word problems are given to each student within the first three days of class. The problems are taken from the Steck-Vaughn GED textbook.

C. ***Reading Assessment*** - Either a pre-test in reading/literature or in social studies is given during the first three days of class. Either Steck-Vaughn or the New GED preparation book is used for the pre-test.

D. **Writing Skills** - A writing skills assessment from Steck-Vaughn or the New GED textbook is given.

After the above initial classroom assessments, the GED preparation proceeds in the prescribed manner in the Steck-Vaughn GED textbook with the following exceptions from experienced GED instructors:

1. Teach geometry before algebra.

2. Teach social studies, science and literature predominantly as reading courses and target students who need the subject matter or reinforcement of reading skills with individualized help. For example, students who consistently answer two-thirds of the social studies, science and reading assignments will be encouraged to work on other weak areas. Students who do not consistently answer this number of questions will be given more subject matter work and critical reading skills reinforcement.

VI. COURSE ITEMS WORTHY OF NOTING

A. ***Essay Writing*** - The first two essays of all students are graded to ensure that the requirement to write a minimum of two 3 or above essays has been achieved.

B. ***Special Help Sessions*** - Schedule special sessions to concentrate on both problem areas and accelerated preparation. These sessions normally will be on Friday or Saturday. They are not mandatory.

C. ***Computer Labs*** - These are used to reinforce GED skills and extend the repertoire of examples and practice beyond that of the instructor's capabilities.

D. ***GED Practice Test*** - Refer students to this predictor test when they have demonstrated the skills needed to pass the GED test; however, do not attempt to prevent students from taking the predictor test.

E. ***Supplemental Texts*** - Use two books in addition to the GED prep books: Scope English (level 3) and a comprehensive 10th grade math book.

F. ***Evaluation and Feedback on Student Progress*** - As a class taught in an individualized learning classroom environment, providing daily, weekly and monthly feedback on how the student is progressing toward the goal of taking and successfully passing the GED test is critical. In addition to meeting the formal requirements for evaluation and assessment of student progress, the evaluation must be informal enough so that students are comfortable asking the instructor each day, "How am I doing?"

STUDENT AND CLASSROOM MANAGEMENT

The classroom components of student and classroom management in preparing prospective candidates to take the GED test are in the following areas: classroom, organization, program structure, and student focus.

★*Classroom Organization*

Classroom organization encompasses adequate classroom space, chalk boards (or dry erase board), tables, or desks for student work areas and storage for curriculum materials and student records. All of these aspects of classroom organization have been discussed in other sections of this workbook. The classroom organization component in student management relates more to how to efficiently and effectively you use the time that students are in your classroom preparing for the GED test. The implementation and maintenance of a successful classroom student management approach will result in GED passing scores consistently above the national norm.

TOPICAL OUTLINE

Organization

- Organize the classroom, as well as, the GED teacher
- Know your students, their goals, aspirations, and other interests that are important to the students (family, children, avocations).
- Listen to your students.
- Be knowledgeable, willing, and prepared to advise your students.
- Be prepared for class daily and be resourceful. In fact, be a model of resourcefulness for your students.
- Allow the classroom environment beyond the tables, chairs, books, etc. to take on its own organization and allow it to become a place where students are comfortable and feel a sense of ownership.

★*Student Management*

- Know the GED testing & registration procedures
- Provide leadership and direction to your students
- Classroom decorum rules, regulations
- Know how to use student assessment data
- Keep student progress charts and update your files and records

★*Structure*

- Structure is the classroom management tool which is most important in bringing your students to task for their academic preparation. It must be consistent and not impose on individual learning styles or on the work habits of your students (of which there are many). It should be comfortable and non-imposing on the teacher.

- A structured approach to the academic work will actually help student management.

- Permit the natural student idiosyncrasies that will take place in the classroom to play out. Those idiosyncrasies can reinforce learning (learn from your students and don't interfere with what students do that help themselves and other students).

★*Focus*

- In Florida, the focus is 225 with a minimum of 42 on each test. However, encourage the student to focus on the 225 score.

- The critical focus is 4-6 weeks before the student's test.

- Make sure that the students know that you are intimately aware of what it is they need to work on in the five subject areas, identify the student's academic strengths and weaknesses, and provide instructional leadership to help the student earn a passing score.

- You the teacher, not the student, must manage the focus.

The critical components of student and classroom management are classroom organization, program structure, and student focus. After these classroom management topics are reviewed, we will examine the components in student management.

Classroom Organization

Classroom organization does pertain to and involve adequate classroom space, chalk boards (or dry erase boards) tables, or desks and storage space for curriculum materials and student records. The classroom organization in student management relates more to how to efficiently and effectively use the time that students are in your classroom preparing for the GED test and implementing and maintaining a classroom student management approach that will result in GED passing scores consistently above the national norm.

■ ***Yes, organize the classroom, and organize the teacher.***

GED classrooms are as unique and innovative as any other classroom. If GED classes are offered in community settings or you are a frequent user of someone's classroom at a public school or community site, you can make the room for instruction. After you have taken care of making sure you have adequate space, chalkboards, and storage for you curriculum materials and student records, allow the classroom to take

on the personality of the students so that they will feel comfortable and will begin to show ownership to the classroom setting. For example, if you have tables available and certain students enjoy working together at the table, make certain the table is in place with ample chairs to facilitate the group working together. Other students enjoy working alone quietly, and some students enjoy sitting close to the GED teacher's work station for the individual help they perceive they will need. Allow the individual students to choose where they want to sit and work as well. You can always request that students gather close to the chalkboard or in one location when you choose to work with the entire class.

When possible, leave an alternative quiet place for students to go off and work uninterrupted or on a timed practice GED test. If alternative space is not available, you will need to organize the flow of classroom activities so that a quiet time is available for students.

This brings us to the discussion of organizing the teacher. Organization and resourcefulness are attributes of all good teachers, especially GED teachers. When you become familiar with the GED curriculum materials and a student needs to prepare for the GED test, organization as a teacher will become second nature to you and you will come to class ready to meet your student's needs. However, you may encounter a student request for assistance on a GED curriculum or subject area that you are not prepared to give at that time. Be resourceful and make a note of what it is you need to acquire from the curriculum office or the center coordinator, or to find out for yourself in order to respond to the student within a few days.

Some other things that may be helpful in your classroom organization include the following

- **Know your students, their goals, aspirations, and other things that are important to them.**

  Adult students are more than just people who want to pass the GED test. Although the motivation and commitment to pass the GED test is often intense and prominent in their minds, adult students are also people with families, children, jobs, goals, inspirations, and personal problems. You certainly want to help get them to pass the GED test within a reasonable time period. If you listen to all they want to tell you about their families, children, and problems, you will know and understand what the experienced adult education teacher has learned. If you take the time to know your adult students and listen to each of them with the assignment of teaching them, you can manage to do both the listening and teaching adequately. Also, listening to your students will often help you organize the learning activities for them.

- ***Be knowledgeable, willing, and prepared to advise your students.***

  All teachers do not make good advisors, and all good advisors do not make good teachers. In a classroom where you may have an adult student with a sixth grade formal education and a 285 GED predictor score with no subject score below 55, you may need to say to this 18 year-old student with two children and one on the way that she can aspire to becoming a Certified Nursing Assistant. All of the students you will teach are either adults 18 years or older, or adults as defined by how they qualify within the educational district for taking a GED class. You should talk to your students as adults, and, of course, you can also choose to refrain from advising them and refer them to a counselor.

- ***Model being prepared and resourceful.***

  Even if you do not advise students, listen to their problems. Your resourcefulness and preparation will model a behavior that students will eventually begin to emulate.

Student preparation for the GED test is about improving the skills and competencies in which they are deficient as well as the scholarship and commitment to work to develop these skills and competencies. Your organization and preparation as a teacher is the beginning of the expectation and achievement level you want your adult students to acquire.

- ***Program structure is the teaching method or teaching approach you use on a regular basis to prepare students for the GED test.***

Program structure relates to a great extent to how you go about preparing your students for the GED test. Do I use the approach recommended in the Steck-Vaughn GED preparation book, the Contemporary book, or the Cambridge book? The program structure also involves a delicate mix of the skills within the five GED subject areas: what should I focus on? (you have so many subjects and concepts), how much time do I spend on each of them? (you never have enough time); and, what program structure will consistently yield passing results above the national passing norms for the GED test?

Some questions you may have about which curriculum or curriculum approaches you should use will be addressed in the GED curriculum section of this workbook. After you have learned some basics about teaching the adult student to pass the GED, you should become familiar with reliable and comprehensive curriculum materials and the program structures or teaching approaches. Your program structure must and needs to be consistent. However, do not impose your program structure on individual learning styles or on the classroom work and study habits of your students (of which there are also many). The program structure must be comfortable, non-imposing on the teacher, and enable each student to achieve passing GED test results.

The program structures advocated in the GED Unit Teach, which were discussed in the curriculum section of this workbook, were developed within the following parameters

1. Students are in a GED class with a minimum of an 8 5 on the TABE M, D, or A reading and a minimum of 7 8 on the TABE M, D or A mathematics

2. Students will attend class a minimum of four (4) hours per week for a 3-6 month period

3. Students will devote up to an additional 4 hours per week of their personal time to studying GED skills and concepts

4. Students will master the concepts in the GED Unit Teach as demonstrated by a score of 60% or above on simulated or practice tests taken from Steck-Vaughn, Contemporary, Cambridge, and Scotts-Foreman GED Preparation Books (80% is considered mastery by most textbook publishers)

5. A strong proactive and directive teaching role from the GED teacher will be demonstrated when it becomes evident that a student does not know the skills in the GED Unit Teach

The GED Unit Teach is just one program structure approach It will not work for every teacher, however, a structured approach to the academic work will actually help both classroom organization and student management

Finally, the GED program structure should permit the student idiosyncracies that will take place in the classroom to play out These idiosyncracies will reinforce learning They will enable you to learn from your students

Student focus is the pre-GED preparation assessment and clarification of skills, abilities, and concepts necessary to pass the GED test. Student focus is individualized and it should be no secret to the student what he/she needs to do to pass the GED test.

Each student in the GED class will want to pass the test, but each student will need to focus on different subject areas because of the individual skills each will bring into the classroom In your classes, what the student needs, not what you the instructor wants them to learn, should be the student focus

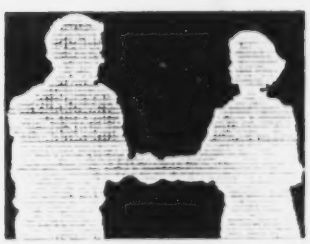
Remember that the student focus is a score of 225, and a minimum score of 42 on each test. Unless,of course, the student is motivated to excel. However, four to six weeks before the student's test, it becomes a point of critical focus. The student's preparation needs to be directed and on task.

Finally, make sure that the student knows that you know intimately what it is he needs to work on in the five subject areas. Identify the student's academic strengths and weaknesses, and provide instructional leadership to help the student earn a passing score.

Remember, you the teacher, not the student, must manage the student focus.

Student management is the orderly and efficient and effective process by which the GED teacher will assist the student in obtaining a passing score on the GED test.

If classroom organization, program structure, and student focus are all addressed in a meaningful way, student management will become the enjoyable aspect of teaching adults. If the GED teacher is attuned to the reason the adult student has enrolled in the GED class, rarely is there a need to motivate the student to learn. Adult students, like most of us, have a few bad days and may not always be focused. You will not need to spend a lot of your time motivating or reminding students of their purpose for being in the GED class. As the GED teacher, you need as much time as you can muster to prepare to teach. Providing academic assistance in five different subject areas is an exhaustive task. You will need all of the assistance that is available to you. This would include the workbook you are now reading, in-service training seminars, GED teaching workshops, and help from each student.



Establish a learning environment where each adult is responsible for his/her own actions and behavior in class. Rather than a litany of classroom rules and regulations, request that students observe and practice courtesy. Informal as well as formal "Get to know you" discussions as well as student organized "potluck" lunches,

breakfasts, or snacks will help the class come together as a working group. If you should need rules and regulations, make sure that they are in accord with the rules and regulations of your adult education service delivery district.

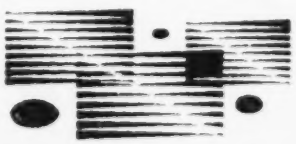
Provide leadership and direction for your student's preparation for the GED test. Students expect you to know their strengths and weaknesses as it relates to the five subject areas and to recommend assignments to prepare them for the GED test. Individualize, to the extent possible, your student focus.

PREFERRED LEARNING STYLES

It is strongly recommended that in order to learn about the full range of learning styles, we as instructors should attend workshops relevant to this subject; firsthand knowledge of various learning styles will help to aid us as we facilitate our students towards student success. Please contact your program coordinator to find out about these very helpful workshops.

STUDENT TRACKING SYSTEM

It is imperative instructors be aware that they are accountable for meeting the performance standards for their students if they are to be fully funded. This is most important in adult education where student success will determine how much funding will be forthcoming for program development, continuation and enhancement. Teachers are encouraged to contact the office of student tracking in the appropriate department or agency in your district for its procedure.



FIRST DAY OF CLASS

Consider the following approaches

* Instructor can get to know the new student as well as exert his/her authority as the leader of the classroom.
* Introduce the student to your course outline, be prepared to answer any question he/she may have concerning.
* Acknowledge to the student that he/she made a wise choice to return to school.
* Discuss with the student any guidelines you have established for your classroom.
* Allow that student to complete a self-evaluation form; this information can facilitate student success.

SOME RULES AND REGULATIONS THAT WORK

- Students should be encouraged to attend class on a frequent basis; this will allow them to become aware of all the benefits the program has to offer.
- Students should be reminded that the GED class is primarily a place for preparation, not socializing.
- Students should be advised that the program's rules and regulations should be adhered to by one and all. (Note: if the instructor is not certain about the rules and regulations of his particular site, he/she needs to contact the program coordinator.

ADVISING SERVICES

GED instructors need to be aware that both academic and personal counseling services are available to the students. Students should be encouraged to consult with an advisor in adult education in order to discuss issues relating to student life, interpersonal relations, study skills,

ED advising, or any life-coping concerns that may affect their learning experience. A line of communication between the advisor and the instructor also proves to be beneficial.

CULTURAL DIVERSITY AWARENESS

As GED instructors, we must be aware that international students are an integral part of our academic program and student activities. This brings an added dimension to the learning environment by way of their direct participation in the program. It should be further noted that the growing inter-dependence of nations is becoming increasingly important and as instructors we should develop a greater understanding of cultural differences. It can help us to become even more sensitive to all our students' needs.

IMPACT OF LEARNING DISABILITIES ON ADULT EDUCATION STUDENTS

Recent literature on learning disabilities with students in adult education programs indicates that a large number of adult learners (33-50%) may have a learning disability. Adult students will often volunteer and tell you they were diagnosed in public or parochial school with a learning disability. It is not unusual to have a very large percentage of learning disabled students your class.

Adult education teachers need to be sensitive to the student with a learning disability, much like they need to be sensitive to preferred learning styles and cultural diversity. We also need to be proactive in attending inservice workshops on learning disabilities and adult learners. Adult educators, particularly those with responsibilities for adult education program leadership within the service districts, will need to continue to devote adult education inservice activities to learning disabilities.

In conclusion, to be a successful GED teacher you need to **practice** the following aspects of student and classroom management:

- ★ GED testing and registration procedures.
- ★ Understand and use student assessment data.
- ★ Continually update student progress files and records.
- ★ Implement the techniques of student and classroom management.

UNIT VI:
THE CHALLENGE: ACCOUNTABILITY

THE LEARNER WILL BE ABLE TO:

- ✔ **Understand the rationale for establishing an educational tracking system.**
- ✔ **Know that a tracking system is designed to collect and report on learner demographics and outcomes (i.e., student test performance, goals, learning styles, competency achievement, retention, and completion).**
- ✔ **Identify the purpose of establishing a tracking system (i.e., monitor student progress, follow student outcomes, guide instruction, document competency attainment, and provide program accountability).**

PROGRAM IMPROVEMENT AND ACCOUNTABILITY

In the mid-1900's the Florida legislature issued a strong challenge representing the public's demand for wise, accountable, cost-effective delivery of adult education programs. In order to maintain a continuation of the funding to serve the wide adult education population, teachers in our state educational systems are being called to provide statistical proof of the effectiveness of their programs. This is why Florida Community College at Jacksonville (FCCJ) implemented the *Student Success Tracking System* (SSTS). This project, funded by the Florida Department of Education through a 353 Special Demonstration Grant, is being tested in counties throughout Florida. This trend is not limited to Florida; adult education providers in states as far away as New York and Hawaii have also expressed an interest in learning about FCCJ's tracking system.

Over the past three to four years, numerous studies at the state and federal levels have investigated employers' needs and skills required for high school graduates to enter the workforce. The increased skills required of workers is due to the globalization of the economy and the growth of technology. As a result of these reports, it was determined that students coming out of school are ill-prepared for entering the workforce. Blueprint 2000, passed by the Florida legislature in 1991, is Florida's response to our State and national concerns.

Goal 3 of Blueprint 2000 deals with student performance. Some of the Goal 3 objectives call for defined performance standards and outcomes for students, for the establishment of minimum exit-level skills for students, and for setting performance expectations for assessing adequate progress. These objectives require student assessment.

Goal 3 also requires that the exit skills be the same for those entering post-secondary training as they are for entering into the workplace. There are numerous accountability initiatives. Benchmark statements are to be established to evaluate student success prior to the student exiting the educational program. A variety of assessment measures such as portfolio assessment will be implemented.

Another piece of legislation was the Indicators of Program Quality, which was passed in 1991 and amended the National Literacy Act. It required adult education to identify and adopt indicators that determine the effectiveness of adult education programs. These Indicators of Program Quality, however, are very specific in listing what must be done in adult education programs in order to receive continued funding.

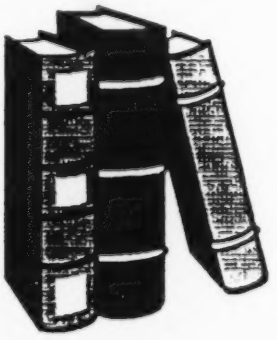
The Student Success Tracking System developed by Florida Community College at Jacksonville is an example of a tracking system that satisfies the accountability requirement by recording information for these indicators. Blueprint 2000 established broad goals for literacy and will hold schools accountable for achieving adult literacy in Florida.

In the past, adult education programs received funding for each enrolled student. Now, with welfare reforms and block grants, we have moved to performance-based funding that is based on student completions or advancement to higher educational levels.

These reforms are necessary and reasonable. We will be accountable and demonstrate what we have accomplished. It will challenge us to test and teach students effectively. We will prove it through tracking our record keeping and reporting. The future of adult education will depend upon it.

APPENDIX

- **ANSWER KEYS**
  - **GED INSTRUCTOR SELF-PACED ACTIVITY**
  - **PRE-TEST**
  - **POST-TEST**
- **INSTRUCTOR SELF-EVALUATION**
- **STUDENT EVALUATION**



ANSWERS

GED INSTRUCTOR SELF-PACED ACTIVITY

Required Scores for Passing the GED in Florida

The GED examination consists of five content areas which are social studies, science, literature and arts, mathematics, and language. In order for a student to pass the GED examination and receive the GED credential, he or she must score a minimum of 40 points in each test area. Further, the student must compile an overall average of 45 points derived from the scores of the various tests. The student must score a minimum of 225 total points on the examination. If a student does not achieve these minimums, and thus does not pass the GED test on his or her initial attempt, that student may retake any portion of the exam in an attempt to score a minimum of 215 points to avoid the six month waiting period. If, in the second attempt, the student does not score a minimum of 215 total points, a six month waiting period will be required before that student can retake any portion of the test. This remediation time rule remains in effect for that student until he or she scores at least 215 total points. Once this total point minimum is achieved, the student may remediate and retest without any time restrictions except those that apply to the retesting and/or registration process.

PRE-TEST ANSWER KEY

1.	FALSE	11.	TRUE
2.	TRUE	12.	TRUE
3.	TRUE	13.	TRUE
4.	TRUE	14.	FALSE
5.	FALSE	15.	FALSE
6.	TRUE	16.	TRUE
7.	FALSE	17.	TRUE
8.	TRUE	18.	TRUE
9.	FALSE	19.	TRUE
10.	FALSE	20.	TRUE

POST-TEST ANSWER KEY

1.	b	16.	d	31.	g
2.	e	17.	d	32.	a
3.	d	18.	c	33.	b
4.	d	19.	d	34.	k
5.	d	20.	d	35.	p
6.	e	21.	e	36.	o
7.	a	22.	r	37.	l
8.	d	23.	i	38.	m
9.	e	24.	q	39.	f
10.	b	25.	j	40.	s
11.	a	26.	h		
12.	d	27.	c		
13.	b	28.	d		
14.	e	29.	n		
15.	c	30.	t		

INSTRUCTOR SELF-EVALUATION

Please use the following scale to respond to each statement:

SCALE:
- **5 - Strongly agree**
- **4 - Agree**
- **3 - Neither agree nor disagree**
- **2 - Disagree**
- **1 - Strongly disagree**

Circle the corresponding number of your choice next to each statement

As a result of the Basics for Successful for GED Instruction: Working with Adult Learners, "I

1.	gained an accurate knowledge of requirements for a passing score on the GED examination, as well as the number of test items and time limits for each test.	5	4	3	2	1
2.	understand the necessary retesting procedure for students who fail to pass the examination on their initial attempt.	5	4	3	2	1
3.	interpret the Student Multi-Referenced Report from the Test of Adult Basic Education (TABE) test scores to identify a student's strengths and weaknesses in reading, math, language, and spelling.	5	4	3	2	1
4.	use testing information to plan teaching and learning strategies for students	5	4	3	2	1
5.	feel comfortable about setting up a self-paced classroom and program.	5	4	3	2	1

6.	use information from a mastery test as a tool to identify students' strength and weaknesses and to measure their progress.	5	4	3	2	1
7.	use information from norm-referenced test as a tool to identify students' strengths and weaknesses and to measure their progress.	5	4	3	2	1
8.	have clear understanding of five major divisions of GED curriculum covered on GED examination.	5	4	3	2	1
9.	am using at least one method of preparing student accomplishment charts to assist with tracking of individual progress.	5	4	3	2	1
10.	have developed a student educational plan for use in my classroom.	5	4	3	2	1
11.	am incorporating test-taking strategies throughout the curriculum.	5	4	3	2	1
12.	apply student and classroom management concepts in classroom.	5	4	3	2	1
13.	am more knowledgeable of the GED registration process.	5	4	3	2	1
14.	understand the GED examination modifications which are allowed when taken by students with certified disabilities.	5	4	3	2	1
15.	understand the GED testing requirements to certify students "disabled".	5	4	3	2	1

STUDENT EVALUATION

Please answer the following questions about your instructor in this class. The evaluation will not affect your teacher's job in any way because we will not know who your teacher is. You should be very honest in rating your instructor.

DIRECTIONS:

Please use the following scale to rate your instructor:
(Circle the number that matches your opinion.)

5 = STRONGLY AGREE
4 = AGREE
3 = DON'T KNOW
2 = DISAGREE
1 = STRONGLY DISAGREE

1.	My instructor explained what was expected of me in class.	5	4	3	2	1
2.	My instructor presents the subject matter in a way that I can easily understand.	5	4	3	2	1
3.	My instructor understands me and how I learn.	5	4	3	2	1
4.	My instructor is open to questions or comments.	5	4	3	2	1
5.	My instructor makes time to work directly with me when I need it.	5	4	3	2	1
6.	My instructor helps me find extra materials or learning activities when I have problems learning from the regular classroom materials.	5	4	3	2	1
7.	My instructor provides feedback on all my work quickly enough to benefit me.	5	4	3	2	1
8.	My instructor seems to respect me as a person.	5	4	3	2	1
9.	My instructor encourages me to succeed.	5	4	3	2	1
10.	I would recommend this instructor to another student.	5	4	3	2	1

COMMENTS:

_____

_____